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ABSTRACT

This study, the culmination of a 3-year effort, represents the first step in the establishment of a European unit-credit system for foreign language learning by adults. Objectives are based on learners' needs and expressed in terms of operational learning objectives, with reference to the roles a language-user has to play, the settings in which he will play these roles, and the topics he will deal with. The threshold level (T-level) is defined for a specific population. Part 1 describes the establishment of a unit-credit system and the definition of language-learning objectives. In part 2, the T-level is defined in detail with reference to the following dimensions: specific situations, language activities, language functions, behavioral specifications, general and specific notions. Finally, the degree of skill involved in T-level competence is characterized as a guideline for test construction. Criterion levels for testing are also briefly discussed. While this work deals with English, the same analytical procedure could be used for other languages. Appendices contain: (1) an alphabetical list of lexical items and their category or meaning within the T-level objectives; (2) an alphabetical grammatical inventory of English that demonstrates the range of structures and possible utterances that would have to be taught for T-level objectives; and (3) a grammatical summary of English structures. (PAE)

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COUNCIL FOR CULTURAL CO-OPERATION
OF THE
COUNCIL OF EUROPE

SYSTEMS DEVELOPMENT IN ADULT LANGUAGE LEARNING

THE THRESHOLD LEVEL

in a European unit/credit system

for modern language learning by adults

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1975

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Notice

This fundamental piece of research on the operational definition of language learning objectives is published in English. Although it is to a large extent "non-language specific", it was worked out against the background of English as the target language.

The following phase of the work of the international expert group will comprise, among other things, a further specification of the threshold level for English and adaptations of the present threshold level definition for French, German and Spanish. These should be available in published form by the end of 1975.

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FOREWORD

This specification of a "threshold" level of language proficiency has been drawn up by Dr. J A van Ek, Director of the Institute for Applied Linguistics in the University of Utrecht, on behalf of the expert group convened by the Council for Cultural Co-operation of the Council of Europe and charged with the development of a unit/credit system for adult language learning in Europe. The project is directed by Mr J L M Trim, Director of the Department of Linguistics in the University of Cambridge, and is under the general oversight of the Committee for Out-of-School Education and Cultural Development and the Steering Group on Educational Technology, for whom it has the status of a pilot project in the application of the principles of educational technology in the international field.

The overall aim of the Project is to make the free movement of men and ideas in the European area easier by increasing the scale and effectiveness of language learning. Partly, this aim can be achieved by offering every European child the opportunity to learn - and use - one of the major languages of international intercourse during the period of compulsory education. But in the middle term, we can expect very large numbers of people who discover in adult life the urgent need to be able to use a foreign language they have either never had the opportunity to study, or else have forgotten. It is part of the responsibility of society, especially in the framework of permanent education, to make available to them efficient facilities to learn the language they need for the purposes for which they need it.

Accordingly, the expert group, with the active and wholehearted co-operation of linguists, experts in language teaching and testing, as well as educational administrators all over Europe, have set out to create the conditions for the development of large-scale language learning.

In this task they have been guided by the principles of educational technology. This is not a matter of gadgetry, nor even necessarily of radio, television and other audio-visual aids - though audio-visual aids are always useful and the mass media a highly desirable focus for learning systems on the grand scale. Educational technology is much more a question of the rational planning of learning systems. We have to analyse the operational needs of learners and translate them into a reasonable set of operational learning objectives. On the basis of what the learner already knows, we can then identify the set of learning tasks he has to face. We have to make an assessment of the resources, human and material, that we can place at the learners' disposal and ascribe to each its appropriate role in an often complex teaching/learning system. We have to devise methods for testing the effectiveness of learning - not so much in order to classify people into the good, bad and indifferent as to let them know what they have and have not achieved. There is satisfaction in knowing that a job has been well done, and if there are gaps and deficiencies, it is as well to know them as a guide to future work. Above all, teachers and planners need to know whether the system they are operating works, where its strengths and weaknesses lie, so that the strengths can be exploited further and the weaknesses overcome. Of course, the system must be flexible enough to make it possible to learn from experience - and this is not nearly as easy as it sounds!

The early work of the expert group and their collaborators has been devoted to the analysis of needs and the definition of objectives. The first group of studies were published by the Council for Cultural Co-operation under the title: "Systems Development in Adult Language Learning". Further theoretical and exemplificatory studies are listed in the bibliography at the back of this volume. Much of this work was programmatic and methodological, since for one thing it is always advisable to clarify principles before settling down to concrete work and for another the group has always been concerned to develop conceptual and planning instruments which will be of use to teachers and course planners in the field, casting, as it were, its bread upon the waters. After all, language learning is going on all the time all over Europe under the most diverse conditions. There can be no question of putting this vigorous many-sided activity into the straightjacket of a single monolithic

system. Accordingly, we want to help people to analyse the needs of the learners they are responsible for, and to set, consciously and explicitly, appropriate learning objectives. These will be as diverse as the learners and the lives they lead, and we would not wish it otherwise.

Nevertheless, by far the largest single group of learners, everywhere, consists of people who want to prepare themselves, in a general way, to be able to communicate socially on straightforward everyday matters with people from other countries who come their way, and to be able to get around and lead a reasonably normal social life when they visit another country. This is not simply a matter of buying bread and milk and toothpaste and getting repairs carried out to a car. People want to be able to make contact with each other as people, to exchange information and opinions, talk about experiences, likes and dislikes, to explore our similarities and differences, the unity in diversity of our complicated and crowded continent.

It is to this type of learner that the organisers of mass adult education necessarily look, and the group felt that it could perform a useful function in providing, on the basis of its principles for the operational analysis of objectives, a detailed specification of what, in its opinion, the learner of a foreign language ought to be able to do with it, if he was to be reasonably in control of his social intercourse with speakers of that language - what feelings and notions he would need to express, or ask about, or argue about, and in general how to order the business of daily life. Then, of course, comes the question of <u>how</u> to express these notions, and so on. We must, of course, control a certain vocabulary and grammar, an indeterminately large set of utterances, partly remembered, largely specially put together for the purpose. But - and for the approach of the group this principle is of primary importance - this apparatus of sentence formation, the grammar and the lexicon is not an end in itself, it is simply a tool for the performance of the communicative functions, which are what really matter.

It is in this spirit that the threshold level is to be understood. It is NOT a recommended (still less a prescribed, or quasi-officially endorsed) minimal vocabulary and set of structures for a language, with some useful hints on how to use them in situations. Anyone who turns straight to the grammar and vocabulary and learns them off by heart, or checks the course he is producing against them and pats himself on the back if they are all there (or fits the absentees in willy-nilly) is not using the document but abusing it. Most essential are the language functions and the general notions; then the more concrete specific notions. Since these are very much dependent on the concrete situation and topic of discussion, no definitive list could possibly be set up. As Dr. van Ek makes plain, the details given here of topics and situations, and the concrete vocabulary derived from them, are but one variant of a threshold level equipment. On balance, we consider that this selection will suit the needs of the average man rather better than any competing equivalent selection. Clearly, there is room for some variation, especially where the needs of some special group can be more clearly specified. If some topics and vocabulary were replaced by others, an equally valid specification might be arrived at. But, the substitutions should be conscious, explicit and justified - and it should not be forgotten that the more different groups of learners can agree on a common objective, even if it be to some extent arbitrary in some details, the more language they share and the more effectively they can intercommunicate.

To some extent then, the threshold level is a kind of standard reference level. Because it is, so far as we know, more explicit in more dimensions of linguistic analysis than any previous statement of linguistic objectives, the content of any other course, any other examination syllabus, any linguistic or communicative proficiency can be measured against it - insofar as it can be made equally explicit.

In this way, it is suitable as a basis for the establishment of a system of equivalences. It also acts as a "keystone" in the erection of a wider "unit/credit" scheme covering the whole area of language learning. It is possible, for instance, to define more limited objectives, short of the general social communicative ability it represents. It is possible, on the other hand, to define more advanced levels which presuppose the threshold level, whether they cover the same field but articulate

it more finely, or extend the coverage perhaps in a way appropriate to definable specialised needs. Studies are at present in progress in pursuance of both these objectives. Furthermore, the threshold level concept is currently being applied to French, German and Spanish, and in these cases too, the possibility of establishing one or more "waystages" is under investigation. It should be emphasised that these applications are no more translations, but independent (though congruent) applications of the same principles to different languages. When these various specifications have been produced, case studies and pilot experiments will follow, with a view to testing the appropriateness and feasibility of the proposed objective in a variety of educational settings and under a variety of conditions.

Following the pilot experiments and case studies, the threshold level specification will be revised, harmonised across languages and republished in a final form. It will be clear that, pending that finalisation, the specification is provisional in character.

The expert group would welcome contributions to the evaluation of the threshold level specification, especially where these are concrete and specific, and based on close observation of an attempt to put a system based on these objectives into operation. Any institution planning to do so is requested to contact the Division for Out-of-School Education, Council of Europe, Strasbourg, France.

INTRODUCTION

The present study is the outcome of a venture in international collaboration over a period of more than 3 years. It embodies ideas developed in individual and collective contributions, published and unpublished, written and oral, made by well over 100 people from more than 15 different countries. The Council of Europe has provided the organisational framework for this collaboration. It has also, through the unfailing efforts of its staff provided the guidance and constant stimulation without which an undertaking on this scale rapidly loses its momentum and disintegrates into a number of unco-ordinated and halfhearted attempts. When so many people have taken part in a joint effort as has been the case in the present project it is no longer possible to clearly discern and acknowledge the individual contributions made by each of them. Suffice it to say that without the very serious and genuinely constructive work done by the numerous delegates to the symposium held at Rüschlikon, Switzerland, in 1971 and to the symposium at St. Wolfgang, Austria, in 1973, the presentation of this first part of the European unit-credit system in foreign language learning by adults would not have been possible. The accumulated expertise and experience of the government officials, representatives of organisations of adult education, teachers and researchers assembled at these symposia has formed the foundation on which the project rests. The responsibility lies with a considerably smaller group, the committee of experts convened for this purpose by the Council of Europe. It has been a privilege and a pleasure to be a member of this group and to share the sense of unselfish dedication to a common task which has characterized its work from the beginning. That this sense of dedication has not only been maintained but even intensified is largely due to the skill of the project-director, Mr J Trim. By invariably choosing the right moment to take the lead or to step back, to stimulate or to restrain, he has given meaningful direction to what might otherwise have been a diffuse and ineffectual attempt. His own publications have provided the framework for the present study. Other members of the group have supplied the conceptual basis or even the raw material for essential parts of it. Much of what is original in this study can be traced back to Mr D Wilkins' creative work on notional categories and categories of communicative function and to Mr R Richterich's penetrating study on "A Model for the Definition of Adult Language Needs". Mention should also be made of Dr. K Bung's contributions, which have stimulated awareness of a number of hitherto unrecognised problems and offered solutions which will materially affect the further development of the unit/credit system.

It is a sobering thought that, with all the expertise we could draw upon, our work would not have reached its present form without the recently acquired co-operation of a small group of advisers, consisting of Mr L G Alexander, Mr S Hjelmström and Mr A Peck. Notably Mr Peck's contribution on settings and topics, Mr Hjelmström's work on the elaboration of language-functions and notions, and Mr Alexander's expert advice on implications for language teaching, have determined the content of this paper to such an extent that individual acknowledgement in footnotes is no longer possible. It has been a great experience to work with all the people referred to above. The author has learned so much from them, has benefited so much from their co-operation and has drawn so freely on their work that he is not sure that he ought to allow his name to be printed on the title-page of this study. One excuse may be that he accepts the full responsibility for those faults and weaknesses which it will undoubtedly contain.

Since the first presentation of the draft of this study to the committee of experts critical comments have not been lacking. The most detailed examination to which it has been subjected so far was undertaken by Mr L G Alexander. This examination has resulted in numerous improvements and more particularly in the structural inventory which Mr Alexander prepared for inclusion in the present study as Appendix 2.

J A van Ek.

Bussum/Utrecht
November 1974

PART ONE

ON DEFINING THE THRESHOLD LEVEL

CHAPTER 1

OBJECTIVES IN A UNIT/CREDIT SYSTEM

The promotion of efficient learning is a major aim of educational systems. If learning is to be truly efficient learners must be enabled to satisfy their own individual learning-needs in the most direct way possible.

Individual learners' needs will vary widely. It is perhaps no exaggeration to say that each individual learner has his own needs, which are different from those of any other learner. Yet, [illegible]anised education can only cater for the individual learner if he can be grouped with other learners to form a sufficiently large class to justify the investment of efforts and finance required to satisfy his needs. How to reconcile the variety of individual learners' needs with an economical use of available resources is one of the main problems in educational planning.

Let us suppose we have to provide instruction for five learners, V, W, X, Y and Z, who have each of them different needs. We cannot afford to run five separate courses directly geared towards each individual's needs. In order to solve our problem we first analyse the ability required by each learner into components:

Learners	Components of ability required
V	a c d e g
W	a b c e
X	a c f g h
Y	a b c d h i
Z	a c d f g

One way of organising a teaching-syllabus would be to set up a course containing all the elements a - i, thus fully satisfying the needs of each learner. However, it would mean that each learner would have to learn much more than he actually needs. Consequently, the syllabus would be uneconomical.

Alternatively, we might provide a course containing only those components which are needed by all the learners, namely a and c. This would be highly economical, but it would leave each learner's needs partly unsatisfied.

A more satisfactory approach than either of the above alternatives, and still economically viable if used on a sufficiently large scale, would be to cater for our learners in groups of varying composition. This would mean providing a course in components a and c for all five of them, one in component d for V, Y, and Z, one in e for V and W etc etc. Component i appears to be needed only by learner Y, so we would try to find other learners, outside our group, who share this need, so as to justify providing a course for it.

In addition to analysing the needs of each learner and providing learning-facilities for each component, we would have to advise the learner on the order in which the various components could be taken most profitably. We would tell him, for instance, whether component h could be tackled right at the start, or only after a and c have been mastered, or after a but simultaneously with c, etc etc.

A unit-system is a learning-system designed to cater for individual learners in the way described last. It breaks down a global learning-task, such as learning mathematics or learning a language, into portions, or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions.

Once such a system has been developed and implemented, each learner can be advised as to which units to take and in which order. If the system is used on a large scale, eg on a European scale, the demand for the majority of the components is likely to be large enough to justify the provision of learning-facilities for them.

If, after successfully completing a unit, or a group of units, the learners are given some sort of official recognition for their achievement, the system is a unit credit system.

Each portion, or unit, in our learning-system has to be described clearly. The learners will have to know what it is they are advised to learn and those responsible for providing learning-facilities will need a clear view of what is expected of them

Since each unit corresponds to a learner's need, or a component of a learner's need, the most direct way of describing it - most directly related to need-fulfilment - is a statement of what the learner will be able to do after successfully completing a unit. This gives the essential information both to the learner and to the teachers, course-designers, etc, whilst leaving full scope for the use of a variety of teaching techniques, course materials, etc to be chosen in accordance with the special circumstances of each type of learner.

What the learner will be able to do after completing a unit, is called the *learning-objective* of that unit. In order to serve its purpose adequately, the description of a learning-objective must be as *explicit* as possible. This means that a learning-objective must be defined in such a way that it unambiguously means one and the same thing to anyone for whom it is meant.

In a unit/credit system the various objectives should, moreover, be defined in such a way that they themselves form an integrated *system*. This means that one single model, one and the same set of defining-principles, should be used for the definition of all the objectives throughout the unit/credit system. Only when this condition is fulfilled can the inter-relations between the various objectives be clearly perceived. Only then will it be possible to state unambiguously whether objectives are at different levels, or at the same level but of different types. Only then can we establish, in accordance with individual learners' needs and prior competence, recommended orders of progress through the unit/credit system.

To sum up: the establishment of a unit/credit system requires the following steps:

1. investigating and analysing learners' needs;
2. grouping learners into categories with similar needs;
3. defining learning-objectives to meet the needs of each category and in such a way as to form an integrated *system* of objectives;
4. providing learning-facilities so as to enable learners to reach the various objectives in the most direct way possible.

CHAPTER 2

LANGUAGE-LEARNING OBJECTIVES

Language-learning objectives, like other learning-objectives, are defined in terms of *behaviour*. The aim of learning is always to enable the learner to *do* something which he could not do at the beginning of the learning-process. This applies to physical ability, such as the ability to ride a bicycle, as well as to less directly observable abilities, such as the ability to appreciate the difference between a burgundy and a claret, or the ability to understand some scientific theory.

Moreover, as we saw in Chapter 1, learning-objectives must be geared towards learners' needs. This means that before defining an objective we must define the group of learners whose needs we wish to cater for, the target-group.

Once the target-group has been defined we try to determine as exactly as possible what they will need to do with, in our case, a foreign language.

It is not sufficient - not exact enough - to say that they "want to speak the foreign language". In the first place there is not much point, usually, in being able to *speak* a language if one cannot *understand* it as well. Moreover, when can one be said to "speak a language"? When one can discuss the weather with casual acquaintances, or when one can address a formal meeting? It would seem that much depends on the kind of situations in which the learner may be expected to need the ability to use the foreign language. Will it be in the situation of an interpreter in a law-court or in that of a casual tourist?

In order to define the learning-objective for a target-group we first have to specify the *situations* in which they will need the foreign language. Specifying a situation means stating the *roles* a language-user has to play, the *settings* in which he will have to play these roles, and the *topics* he will have to deal with. More technically: by situation we mean the complex of extra-linguistic conditions which determines the nature of a language-act.

Once we have determined the situations in which the members of the target-group will want to use the foreign language we can try to specify just what they will have to be able to *do* in those situations.

First we specify the *language activities* the learner will be likely to engage in. These may be as comparatively "simple" as understanding the weather-forecast on the radio or as complex as summarising orally in a foreign language a report written in one's native language. The traditional division of language-activities into four skills - speaking, listening, writing, reading - is not always fully adequate, as reflection on the last example will show.

Having determined the nature of the language activities we try to specify for what general purposes the learner will have to use the foreign language, what *language functions* he will have to fulfil. For instance, he may have to give information about facts, he may wish to express certainty or uncertainty, whether he considers something right or wrong, he may wish to express gratitude, he may wish to apologise.

But the learner will have to do more than fulfil such general language functions. He will not only have to give information in the abstract, but he will want to give information about *something*; he will wish to express certainty or uncertainty with respect to *something*; he will want to apologise for *something*. In other words, he will need the ability to refer to things, to people, to events etc, and to talk about them. In order to do all this he will have to be able to handle a large number of *notions* in the foreign language. What notions he will need depends to a large extent on the topics he will deal with. If he is dealing with the topic "weather" he will have to handle notions such as *fair, sunshine, to rain etc*, when dealing with a menu the notions *meat, icecream, coffee* may be required. We can draw up lists of such notions for each topic if we ask ourselves just what the learners will want to be

able to do with respect to each topic and what notions he will need in order to do this. There are also notions which are so general that they may be needed in any situation, when dealing with any topic. These are notions such as existence/non-existence, past/present, before/after etc etc. Since such notions are not specifically related to any particular topic there is not much point in trying to derive them from a consideration of individual topics. Instead, they can be derived from a consideration of what, in general, people deal with by means of language. We may say, again in general, that people deal with:

1. entities (objects, persons, ideas, states, actions, events, etc),
2. properties and qualities of entities,
3. relations between entities.

The entities themselves will be largely determined by the topics, whereas notions of properties and qualities, and those of relations, tend to be used more generally. In order to compose lists of these general notions we can set up a system of logically derived categories and subsequently determine what notions are likely to be used in each category.

When the specification of a language-learning objective has been completed up to this point we can determine what actual *language forms* (structures, words and phrases) the learner will have to be able to use in order to do all that has been specified. These forms are determined by considering each of the language-functions and the notions separately and establishing how they are realised in a particular language, in other words by establishing their *exponents*.

The final component of a language-learning objective is a statement about the *degree of skill* with which a successful learner will be expected to be able to do all that has been specified, in other words *how well* he will have to be able to do it. It is fairly easy to make such a statement in general terms but very difficult, if possible at all, to do it with anything approaching the degree of exactness we can achieve for the other components of the definition.

To sum up: Our model for the definition of language-learning objectives specifies the following components:

1. the situations in which the foreign language will be used, including the topics which will be dealt with;
2. the language activities in which the learner will engage;
3. the language functions which the learner will fulfil;
4. what the learner will be able to do with respect to each topic;
5. the general notions which the learner will be able to handle;
6. the specific (topic-related) notions which the learner will be able to handle;
7. the language forms which the learner will be able to use;
8. the degree of skill with which the learner will be able to perform.

CHAPTER 3

LANGUAGE-LEARNING OBJECTIVES IN A EUROPEAN UNIT/CREDIT SYSTEM

The model described in Chapter 2 was constructed in order to satisfy the requirements of a unit/credit system. This means that it should be capable of defining *all* language-learning objectives, whether actually existing or potential ones. The universality of the model automatically extends the scope of the unit/credit system beyond the area originally envisaged, the area of adult education. If a system is set up which is capable of encompassing all language-learning objectives and relating them to one another, any limitation to one particular class of learners - in this case adult learners - becomes arbitrary and artificial. Moreover, such a limitation would hinder the development of permanent education. In fact, the possibility of realising and implementing the ideas underlying the concept of permanent education depends on the availability of systems such as the unit/credit system dealt with in this study, which in turn depends on the availability of universal models for the definition of learning-objectives.

The model also satisfies the requirements of a European system. Not only does it lend itself to the definition of learning-objectives for all languages, it can also define objectives for several different languages in such a way that they become strictly comparable, in a number of cases even largely identical. It is capable of doing so because it is to a large extent non-language-specific. Of all the components listed in the summary of Chapter 2 there is only one, component 7, which will necessarily have to be specified for each language separately. The other components specify elements which are not restricted to individual languages. Functions such as *apologising*, general notions such as *past/present* and specific notions such as *house* and *meat* are likely to be needed, if not in all languages, at least in all the languages for which the system is designed, the languages spoken in the member countries of the Council of Europe. In spite of their diversity, the socio-cultural background of these countries is sufficiently homogeneous to justify the assumption that large classes of foreign-language learners will want to use the foreign language for approximately the same purposes wherever they find themselves. Minor differences can easily be accommodated by means of superficial adaptations of certain elements of the specification. In principle, then, the model enables us to define what might be called master-objectives, ie objectives applicable to several languages, in terms of components 1 - 6 and, perhaps, 8. These objectives can be applied to each language separately in order to specify component 7, the actual language forms required.

The model for defining objectives which is presented here produces highly detailed, itemised, definitions. Moreover, the various items are, to a certain extent, hierarchically ordered: the specification of a situation includes certain topics, each topic involves certain notions. As a result of this, the definitions can be easily manipulated. If a certain objective is found to satisfy the needs of a particular group of learners to a very large extent but not completely, adapting the objective is a simple matter of substituting certain items for others which, for this sub-group, are less essential. Whether such items are situations, topics, language functions, general or specific notions, the form of the definition allows such substitutions to be made in a strictly controlled fashion. It is immediately apparent just what is involved when any switch is made, and it is also clear whether or not such a switch will affect the general level of foreign-language ability, the total number of topics the learner can deal with, etc etc. This flexibility permits the adaptation of an objective to different socio-cultural backgrounds, so to different languages. It also allows us to adjust objectives for individual languages to the needs of sub-groups of learners within the target-group.

The unit/credit system is designed to cater for individual needs. It would, therefore, be contrary to the aim of the system to set up monolithic learning-objectives. The model of definition presented in this study combines explicitness with adaptability and can be used effectively to counteract the tendency towards petrification which is inherent in highly developed systems.

A unit/credit system, it was said in Chapter 1, breaks down a global learning-task into portions. Having developed a model for defining these portions we now have to decide how to break down the global learning-task, how to cut it into portions. It is a principle of our system that the division should be based on an analysis of learners' needs.

Even without carrying out a formal analysis we know from experience that foreign-language learners fall into two broad categories: those who need a general, overall command of the language, and those who want to use the language for special purposes. These two categories impose the first division in our system: the distinction between general foreign-language ability and specialised ability.

The second division seems to impose itself equally naturally: learners needing general foreign-language ability fall into classes corresponding to the level of ability they need. There are learners who will be satisfied with the ability to maintain themselves physically in a foreign-language environment and to establish superficial social contacts, whereas for others nothing short of native-like command of the foreign language will do. Between these two extremes we may distinguish various levels of ability, all corresponding to the needs of particular classes of learners. The number of levels to be ultimately distinguished in our system is "largely a matter of practical convenience", as Trim puts it.

Learners needing specialised ability, for instance for professional purposes, will usually find that this includes a certain level of general ability. Recognising this we can conceive of the overall model of our unit/credit system as a vertical cylinder - or perhaps an upside-down cone - with a core representing a series of levels of general ability and specialised units radiating outward from the core at each level.

Having made these cuts we have not yet produced the outlines of a fully developed unit/credit system. What is still lacking is a further division of the levels of general ability into units. At this stage we refrain from proposing such a division because we do not wish to impose any divisions not directly derived from analyses of learners' needs. Such analyses are in progress but they have not yet reached the stage where enough data are available to base further sub-divisions on.

As the first objective to be defined in our system we chose what has since come to be called the threshold level (or T-level). The threshold-level is the lowest level of general foreign-language ability to be recognised in the unit/credit system. This choice was made on the following grounds:

1. The large majority of learners who would enter the system as beginners would have to pass through this level, whatever their ultimate objective would be. The T-level would therefore meet the needs, either totally or partially, of the largest possible class of (potential) learners in a large number of countries.

2. The threshold level constitutes an essential rather than a marginal objective in the unit/credit system.

3. The threshold level might fill a gap in already existing - if often somewhat rudimentary - systems of objectives recognised by major educational organisations and consequently be more readily adopted by such organisations than objectives which would be more similar to existing ones.

4. The target-group would undoubtedly be large enough to warrant a large-scale provision of learning-facilities, especially the use of multi-media systems.

CHAPTER 4

THE THRESHOLD LEVEL

In the unit/credit system the threshold level - or T-level - will be the lowest level of general foreign-language ability to be recognised. Various types and degrees of ability below T-level may be sufficient for the needs of certain learners in certain situations, but they are not regarded as constituting "general" language-ability. General ability will allow learners to maintain themselves in most everyday situations, including situations for which they have not been specifically trained. Situations are predictable only to a limited extent. This means that as long as a learner has not mastered the ability to transfer what he has learned to new or partially new situations, his communication possibilities will be severely limited. In such a case he will not be regarded as having reached a level of general language-ability.

The actual height of the threshold-level has been a matter of discussion for a long time. The difficulty is that we do not really know just what constitutes an absolute minimum of general ability. Moreover, individuals may differ widely in their capacity to exploit limited resources. In a previous paper the present author suggested that the height might be determined somewhat arbitrarily on the basis of an estimated average learning-time not exceeding 1 year or 100 - 150 hours. The main reason for this was that it was felt to be essential that potential learners should not be discouraged from undertaking the study of a foreign language by offering them a first objective which it might take a few years to reach.

Now that an adequate model for the definition of language-learning objectives on the basis of learners' needs has been developed, we may approach the problem in a less arbitrary fashion. The threshold level which is presented in this study has been defined by means of this model. It will appear that as a result of this procedure the height of the level is above that which was proposed in previous papers. However much this may be regretted we cannot but recognise the fact that the acquisition of genuine general language-ability, even at the lowest level, is a demanding learning-task. At the same time we do not wish to lose sight of another fact. Learners may be more strongly motivated by a sequence of short-term objectives than by one single long-term objective. In the case of the threshold level, it is therefore recommended that producers of course-materials, textbook-writers and teachers should organise their material in such a way that some sort of half-way level may be distinguished where their learners have mastered what may be, for them, the most essential elements of the T-level specification without having reached general ability. This proposal seems to transfer part of the burden of developing an articulated system from the designers of the unit/credit system to the consumers. On the other hand, it leaves the consumers free to organise the material in such a way that the special characteristics of the sub-group they are dealing with are fully taken into account. Moreover, on the basis of the specification presented in this study, their task may be less arduous than, on the face of it, it might seem to be. It means, in fact, selecting those items from the specification which will be given priority in the teaching-programme and will be included in the first half rather than in the second. One way of doing this might be to distinguish between items needed for physical survival and comfort in the foreign country and items needed for establishing and maintaining social relationships. Especially the topic-specification will facilitate such a procedure.

A specification of one such half-way level, which might perhaps be referred to as "survival-level", will be made available shortly after publication of the present study. It will be a short-term objective requiring no more than an average learning-period of 8-9 months. It is hoped that this specification may not only be found useful as a worthwhile first objective for a large class of learners, but that it may also serve as a model for those course-designers and teachers who, for their particular learners, would wish to have a different emphasis in their beginners' course and therefore need to define their own halfway level.

The target-group for the threshold level is a very large one. A basic level of general foreign-language ability is needed by most foreign-language learners whether pupils at secondary schools or adults who no longer receive full-time education. Within such a large target-group there will inevitably be various sub-groups with different needs. In spite of this diversity, however, the sub-groups will have very much in common, their needs will be the same to a very large extent. In principle, there are three courses open to us. We may define one single T-level, the one and only objective which will be given official recognition within the unit/credit system. This approach would disregard individual learners' needs and therefore be incompatible with the aims of the unit/credit system. The second possibility would be to define as many different T-levels as we can usefully distinguish sub-groups in the target-population. This procedure might lead to an uncontrolled proliferation and diversification of T-level objectives and therefore be incompatible with the concept of a learning-*system*. The third possibility, the one to be adopted here, is to set up the T-level as one single objective with a certain range of permissible variation. The T-level as specified in this study is to be regarded as one of a number of strictly comparable and equivalent variants. Other variants may be derived from the specification in this study by replacing certain items, or classes of items, by others of similar weight in terms of number and type of language-exponents. In this way, the height of the level as a level of general language-ability is not affected and the range of situations in which the learners will be able to function can remain constant. It is recommended that such variants should be submitted to a European committee for recognition in order to ensure compatibility within the system.

The variant to be defined here is one which is felt to be particularly relevant to the majority of adult learners. Another variant which would be relevant to a very large class of learners would be one designed to meet the needs of pupils at secondary schools.

The class of learners for which the present specification has been developed has the following characteristics:

1. they will be temporary visitors to the foreign country (especially tourists);

or 2. they will have temporary contacts with foreigners in their own country;

3. their contacts with foreign-language speakers will, on the whole, be of a superficial, non-professional type;

4. they will primarily need only a basic level of command of the foreign language.

From the characteristics of the target-group we derive the types of situations in which they are likely to need the foreign language and subsequently we shall specify each of the other components of our model for the definition of language-learning objectives, following the procedure outlined in Chapter 2.

PART TWO

THE DEFINITION OF THE THRESHOLD LEVEL

CHAPTER 5

SPECIFICATION OF SITUATIONS

By *situation* we mean the complex of extra-linguistic conditions which determines the nature of a language-act (cf Chapter 2). Properly speaking, situations are strictly personal and unique. One of the conditions is always the individual language-user himself with his unique background (the sum total of his experiences). For our purposes, however - the definition of a level of general language-ability will be an objective for a very large and heterogeneous population - we must ignore strictly individual conditions and we may concentrate on four components of situations, which, together, provide a sufficient basis for the further steps in our procedure. We shall henceforward, distinguish four components of situations:

1. the *social roles* which the learner will be able to play;
2. the *psychological roles* which the learner will be able to play;
3. the *settings* in which the learner will be able to use the foreign language;
4. the *topics* which the learner will be able to deal with in the foreign language.

Social roles

The principal social roles for which T-level learners have to be prepared are:

1. *stranger/stranger*
2. *friend/friend;*

This selection is made from a study by Richterich (1), on the basis of the characteristics of the target-group (cf Chapter 4). Various other roles are subsumed under 1, eg:

private person/official

patient/doctor, nurse, dentist.

A role such as

asker/giver

may be subsumed under both 1 and 2.

The inclusion of role 2 (*friend/friend*) has important consequences for the definition of the T-level. It raises this level above that required for purely physical survival in a foreign-language environment. It will prepare the learner for the establishment and maintenance of social relationships with foreign-language speakers. Only when this need is fulfilled can our level be called "threshold level" in a meaningful way: it will enable the learner to cross the threshold into the foreign-language community.

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(1) R Richterich, A Model for the Definition of Language Needs of Adults Learning a Modern Language, Council of Europe document CCC/EES (72) 49, Strasbourg 1972.

Psychological roles

On the basis of the characteristics of the target-group we select from Richterich (1) the following roles:

1. neutrality
2. equality
3. sympathy
4. antipathy.

These roles are the more "neutral" roles and they are appropriate in a large variety of types of linguistic interaction.

Settings

On the basis of the characteristics of the target-group, we may draw up a long list of settings in which the learners may want to use the foreign language. The settings have been selected from lists provided by Richterich (op cit) and by Peck (private communication). In spite of its size this list is not to be considered exhaustive. It is assumed, however, that it is sufficiently comprehensive to produce - together with the other components of situation - specifications of language-ability which will enable the learners to behave adequately also in various settings which have not been listed (transfer).

1. Geographical location:
   1. foreign country where foreign language is native language
   2. foreign country where foreign language is not native language
   3. own country

2. Place

   2.1 Outdoors:
   1. street
   2. square
   3. park, garden
   4. terrace
   5. countryside
   6. beach
   7. lake, sea
   8. mountains
   9. sports-field
   10. open air swimming pool
   11. camping site
   12. bus stop
   13. taxi stand
   14. sights
   15. market-place
   16. car-park.

(1) R Richterich, A Model for the Definition of Language Needs of Adults Learning a Modern Language, Council of Europe document CCC/EES (72) 49, Strasbourg 1972.

2.2 Indoors

2.2.1. Private life:
1. house
2. apartment
3. room
4. kitchen.

2.2.2 Public life:

2.2.2.1 Purchases:
1. shop
2. supermarket
3. multiple stores
4. indoor market.

2.2.2.2 Eating and Drinking:
1. restaurant
2. café
3. snack bar
4. bar
5. canteen.

2.2.2.3 Accommodation:
1. hotel
   hotel room
   reception
2. camping site
3. holiday camp
4. hostel
5. boarding house
6. farm house.

2.2.2.4 Transport:
1. railway-station
2. bus-station
3. airport
4. ferry terminal
5. ticket office
6. travel bureau
7. information office
8. lost property office
9. customs and immigration
10. garage
11. petrol station
12. indoor car-park.

2.2.2.5 Religion:
1. church.

2.2.2.6 Physical services:
1. hospital
2. doctor's/dentist's waiting-room
3. surgery
4. chemist

5. public lavatory
6. sauna
7. hairdresser.

2.2.2.7 Learning:
1. school
2. language institute
3. classroom
4. library.

2.2.2.8 Displays:
1. museum
2. art gallery
3. exhibition.

2.2.2.9 Entertainment:
1. theatre
2. cinema
3. concert-hall/opera
4. night-club.

2.2.2.10 Communication:
1. post-office
2. telephone-booth.

2.2.2.11 Finance:
1. bank
2. money exchange office.

2.2.2.12 Work:
1. office
2. workshop
3. factory.

2.2.2.13 Means of transport:
1. bus
2. tram
3. train
4. underground railway
5. boat/ferry
6. aeroplane
7. taxi
8. private car
9. bicycle.

3. Surroundings (human):
1. family
2. friends
3. acquaintances
4. strangers.

Note: It has been attempted to classify the settings in order to make the list more easily accessible as a check-list. This attempt has inevitably led to some rather arbitrary decisions of assignment to particular categories. It is felt, however, that the value of the list is not affected by this procedure provided all the more important settings are included somewhere.

Topics

On the basis of the characteristics of the target-group, the following list of topics has been drawn up. A similar list provided by Peck has been used as the main source. In the composition of the list the social roles we have selected have been used as criteria for inclusion. With respect to this list the same remark applies which was made a propos of the list of settings: a certain measure of arbitrariness in the classification does not affect the value of the list as long as all the more important topics are included somewhere. Even this claim, however, cannot be upheld. No matter how carefully a list of this kind is composed, it is bound to be far from complete. However, this weakness is - to a certain extent - offset by the transfer-potential of linguistic ability. It may be assumed that a learner who is competent to deal with the topics listed will also be able to deal with several other topics for which he has not necessarily been prepared.

1. Personal identification

1.1 name
1.2 address
1.3 telephone number
1.4 date and place of birth
1.5 age
1.6 sex
1.7 marital status
1.8 nationality
1.9 origin
1.10 profession, occupation
1.11 employer
1.12 family
1.13 religion
1.14 likes and dislikes
1.15 character, temperament, disposition.

2. House and home

2.1 types of accommodation
2.2 accommodation, rooms
2.3 furniture, bedclothes
2.4 rent
2.5 services
2.6 amenities
2.7 region
2.8 flora and fauna.

3. Trade, profession, occupation

3.1 trades, professions, occupations
3.2 place of work
3.3 conditions of work

3.4 income

3.5 training

3.6 prospects.

4. Free time, entertainment

4.1 hobbies

4.2 interests

4.3 radio, TV, etc

4.4 cinema, theatre, opera, concert, etc

4.5 sports

4.6 intellectual pursuits

4.7 artistic pursuits

4.8 museums, galleries, exhibitions

4.9 press.

5. Travel

5.1 travel to work, evening-class, etc

5.2 holidays

5.3 countries and places

5.4 public transport

5.5 private transport

5.6 entering and leaving a country

5.7 nationalities

5.8 languages

5.9 hotel, camping-site, etc

5.10 travel documents

5.11 fares

5.12 tickets

5.13 luggage

5.14 traffic.

6. Relations with other people

6.1 friendship/aversion

6.2 invitations

6.3 correspondence

6.4 club-membership

6.5 political and social views.

7. Health and welfare

7.1 parts of the body

7.2 positions of the body

7.3 ailments/accidents

7.4 personal comfort

7.5 sensory perception

7.6 hygiene
7.7 insurance
7.8 medical services
7.9 emergency services.

8. Education

8.1 schooling
8.2 subjects
8.3 qualifications.

9. Shopping

9.1 shopping-facilities
9.2 foodstuffs
9.3 clothes, fashion
9.4 smoking
9.5 household-articles
9.6 medicine
9.7 prices
9.8 weights and measurements.

10. Food and drink

10.1 types of food and drink
10.2 eating and drinking out.

11. Services

11.1 post
11.2 telephone
11.3 telegraph
11.4 bank
11.5 police
11.6 hospital, surgery, etc
11.7 repairs
11.8 garage
11.9 petrol-station.

12. Places

13. Foreign language

13.1 ability
13.2 understanding
13.3 correctness.

14. Weather

14.1 climate
14.2 weather-conditions.

CHAPTER 6

LANGUAGE ACTIVITIES

From the characteristics of the target-group and the situational specification of Chapter 5 we may conclude that the learners' need to use the foreign language orally will be much greater than their need to use its written forms. We even assume that, in the situations described, the members of the target-group do not actually need a general ability to read and to write the foreign language. The threshold-level, therefore, is essentially a level of oral communicative ability.

Oral communication may be one-sided, for instance when one addresses an audience or listens to the radio. In most cases, however, especially in the situations specified for T-level, it will be an interaction process involving at least two people who speak and listen alternately.

The most important language activity for T-level learners is carrying on a conversation. This involves two skills: speaking and understanding. It will be obvious that the learners will have to be able to understand much more than what they can say themselves. They can try to express themselves within the limitations of their linguistic command, but they have no such control over what is said to them by others. We can specify with some confidence the ability they will need in order to initiate a conversation on the topics listed, to get things done for them, or to fulfil other language functions. We can only guess at the ability they will need in order to react adequately when others initiate a conversation or respond to their own language acts. Even if we take into account - as we must - the efforts a native speaker will make in order to make himself understood by a foreigner with only a basic level of command of his language, we shall have to provide the learner with a fairly great receptive ability if he is to maintain himself in a conversation at all. Exactly what the learner will be able to do in the foreign language at T-level is specified in detail in the following chapters. It may be useful to give a brief summary here of what this implies for the skill of *understanding*:

The learners will be able to understand:

- the most likely answers to questions asked by themselves;
- the most likely responses to matters raised by themselves or to answers given by themselves;
- questions asked by others within the topic areas listed in Chapter 5;
- information given by others within the topic areas listed in Chapter 5;
- the texts of the commonest announcements via public address systems in airports, at railway-stations etc;
- warnings such as "look out", "be careful", "stop!", "hurry!".

At this level the learners will be expected to understand only those utterances which are spoken in the standard dialect with either the standard accent or accents which have a slight regional, foreign, and/or socio-economic colouring and at a speech-rate which lies in the lower range of what is considered normal.

The objective for *writing* at T-level is extremely limited. It is assumed that for this skill the actual needs of the majority of the members of the target-group do not go beyond the ability to write letters of one particular type and to fill in certain forms. This means, in fact, that no general ability to write is required but only a strictly limited formulaic manner of expression. The estimated needs of the learners can be listed as follows:

The learners will be able to write letters:

- inquiring about availability of accommodation (hotel, camping-site etc),

- inquiring about price and conditions of accommodation;
- stating wishes as to size of rooms, arrangement (full board, etc), amenities, view;
- inquiring about tourist-attractions, sights, etc,
- booking accommodation.

The learners will be able to complete forms:

- hotel registration forms;
- forms required when entering or leaving the foreign country (if any).

The objective for *reading* is also narrowly restricted. At T-level the learners will be able to read:

- typewritten letters and simple brochures sent in return for letters written by the learners themselves (see under "writing" above);
- generally used texts on road-signs;
- generally used public notices and announcements;
- generally used menu-terms.

It should be emphasised that the above specifications for writing and reading constitute a minimum objective as derived from estimated needs at T-level. It is possible, and even likely, that courses meant for a literate target-group will make extensive use of written forms of the language, not necessarily as part of the course-objective, but as a teaching-aid. It is also likely that the learners themselves, during the learning process, will utilise additional written materials in order to increase their language-ability and/or for recreational purposes. It may be expected, therefore, that on reaching T-level the majority of learners will have a much more general ability to use the written forms of the language - especially receptively - than what has been described in the objective. It is also possible that many learners will wish to follow up by means of correspondence social contacts which they have established orally with foreign-language speakers. These learners will need a more general ability to write the foreign language. On the other hand it should be recognised that a large section of the target-group will not regard this as their primary objective. It would be contrary to the principles of the unit/credit system to force these learners to master this further ability before their general oral ability could be recognised. Both categories of learners should be accommodated in the unit/credit system, those who need only a strictly limited ability to use written forms of the language and those who wish to acquire a more general ability in reading alone or in reading and writing. It has therefore been decided to define the T-level in the way described in this study so with a general ability in speaking and understanding and a strictly limited ability in reading and writing, and to develop at a later stage two additional units, one for reading and one for writing, which in level and scope will correspond roughly to oral ability at T-level.

CHAPTER 7

LANGUAGE FUNCTIONS

This chapter specifies component 3 of the definition of the T-level. This will be done in non-language-specific terms: we shall list the various functions the learners will be able to fulfil at T-level, whatever language - here limited to those spoken in the member-countries of the Council of Europe - they have studied. In Chapter 11 we shall list for each function the actual language forms (grammatical and/or lexical) which we consider to be the most useful exponents for T-level English.

In setting up our list of language functions we have distinguished six main categories of verbal communication:

1. imparting and seeking factual information;
2. expressing and finding out intellectual attitudes;
3. expressing and finding out emotional attitudes;
4. expressing and finding out moral attitudes;
5. getting things done (suasion);
6. socialising.

Each of these six main categories, and, indeed, each of the functions, may be realised separately in language-acts. Often, however, two or more of them will be combined in a single language-act. Thus, one may seek factual information while at the same time expressing surprise (emotional attitude). Yet, it is convenient to deal with each function separately and to specify just what each function involves by way of language-content.

The list of functions is far from exhaustive. In the first place it is unlikely that it is possible at all to draw up a complete list. Secondly, the list represents a deliberate selection for T-level. At higher levels more functions would be added.

It should be emphasised that the lists presented here and in other chapters are not to be regarded as final or definitive. They will - it is hoped - provide a sufficiently solid basis for practical applications of an experimental nature. The feedback from this experimental work will undoubtedly lead to numerous modifications in the lists.

Language functions for T-level

1. Imparting and seeking factual information

1.1 identifying
1.2 reporting (including describing and narrating)
1.3 correcting
1.4 asking.

2. Expressing and finding out intellectual attitudes

2.1 expressing agreement and disagreement
2.2 inquiring about agreement or disagreement
2.3 denying something
2.4 accepting an offer or invitation
2.5 declining an offer or invitation
2.6 inquiring whether offer or invitation is accepted or declined

2.7 offering to do something

2.8 stating whether one remembers or has forgotten something or someone

2.9 inquiring whether someone remembers or has forgotten something or someone

2.10 expressing whether something is considered possible or impossible

2.11 inquiring whether something is considered possible or impossible

2.12 expressing capability and incapability

2.13 inquiring about capability or incapability

2.14 expressing whether something is considered a logical conclusion (deduction)

2.15 inquiring whether something is considered a logical conclusion (deduction)

2.16 expressing how certain/uncertain one is of something

2.17 inquiring how certain/uncertain others are of something

2.18 expressing one is/is not obliged to do something

2.19 inquiring whether one is obliged to do something

2.20 expressing others are/are not obliged to do something

2.21 inquiring whether others are obliged to do something

2.22 giving and seeking permission to do something

2.23 inquiring whether others have permission to do something

2.24 stating that permission is withheld.

3. Expressing and finding out emotional attitudes

3.1 expressing pleasure, liking

3.2 expressing displeasure, dislike

3.3 inquiring about pleasure, liking, displeasure, dislike

3.4 expressing surprise

3.5 expressing hope

3.6 expressing satisfaction

3.7 expressing dissatisfaction

3.8 inquiring about satisfaction or dissatisfaction

3.9 expressing disappointment

3.10 expressing fear or worry

3.11 inquiring about fear or worry

3.12 expressing preference

3.13 inquiring about preference

3.14 expressing gratitude

3.15 expressing sympathy

3.16 expressing intention

3.17 inquiring about intention

3.18 expressing want, desire

3.19 inquiring about want, desire.

4. Expressing and finding out moral attitudes

4.1 apologising
4.2 granting forgiveness
4.3 expressing approval
4.4 expressing disapproval
4.5 inquiring about approval or disapproval
4.6 expressing appreciation
4.7 expressing regret
4.8 expressing indifference.

5. Getting things done (suasion)

5.1 suggesting a course of action (including the speaker)
5.2 requesting others to do something
5.3 inviting others to do something
5.4 advising others to do something
5.5 warning others to take care or to refrain from doing something
5.6 instructing or directing others to do something.

6. Socialising

6.1 to greet people
6.2 when meeting people
6.3 when introducing people and when being introduced
6.4 when taking leave
6.5 to attract attention
6.6 to propose a toast
6.7 when beginning a meal.

CHAPTER 8

TOPICS: BEHAVIOURAL SPECIFICATION

This chapter is a statement of what the learners will be able to do at T-level with respect to each of the topics listed in Chapter 5. The specification is non-language-specific and will serve as a basis for the notional specification discussed in Chapter 10.

1.	Personal identification	
	Learners should be able to give and seek information about themselves and, if applicable, others, with regard to:	
1.1	name	first name, initials, surname, spelling them out if required
1.2	address	home address, spelling it out if required
1.3	telephone-number	
1.4	date and place of birth	spelling out the place-name if required
1.5	age	
1.6	sex	
1.7	marital status	
1.8	nationality	
1.9	origin	
1.10	profession, occupation	
1.11	employer	name of firm, company, institution, organisation or individual by whom employed, nature of firm, company, institution or organisation
1.12	family	composition of family, family-relations
1.13	religion	name of religion
1.14	likes and dislikes	especially with regard to people, hobbies and interests, food and drink
1.15	character, temperament, disposition	general characterisation of other people
2.	House and home	
	Learners should be able to discuss where and under what conditions they and others live, specifically:	
2.1	types of accommodation	describe the type of house, flat etc in which they live themselves, as well as those in the neighbourhood, seek similar information from others
2.2	accommodation, rooms	describe their own accommodation, house, flat, etc, and the rooms in it, seek similar information from others
2.3	furniture, bedclothes	mention and inquire about the availability of the most essential pieces of furniture and bedclothes
2.4	rent	state, rent and/or purchase-price of their own accommodation and inquire about that of other houses, flats, etc

2.5	services	mention and inquire about availability of such services as gas, electricity, heating, telephone
2.6	amenities	mention and inquire about availability of bath, shower, fridge, TV, garage, garden, cleaning facilities etc
2.7	region	characterise and inquire about the nature of their own region and that of others: agricultural, industrial, scenery, whether it is attractive or not etc
2.8	flora and fauna	characterise and inquire about flora and fauna of their own region and that of others

3. Trade, profession, occupation

Learners should be able to exchange information about:

3.1	trades, professions, occupations	the nature of their own former and present jobs and those of others
3.2	place of work	where they and others work
3.3	conditions of work	working-hours, holidays, position in an organisation, employment and unemployment
3.4	income	income and taxation
3.5	training	the nature of training (if any) required for their own job and those of others
3.6	prospects	possibilities for further career, wishes and plans for future

4. Free time, entertainment

Learners should be able to exchange information about:

4.1	hobbies	say what their hobbies are and inquire about those of others
4.2	interests	say what their special interests are and inquire about those of others
4.3	radio, TV	say whether they like watching TV, listening to the radio, which programmes they like particularly, which they dislike, and inquire about the preferences of others
4.4	cinema, theatre, opera concert, etc	state own preferences and inquire about those of others, inquire about programmes and booking-facilities, buy tickets, ask for the cloakroom, find their way
4.5	sports	state own preferences and inquire about those of others, inquire about sporting-events, buy tickets for stadium etc, discuss result of a match
4.6	intellectual pursuits	say whether they like reading and studying, whether they are actually studying, if so, what. seek similar information from others
4.7	artistic pursuits	say what forms of art they are interested in, if any; inquire about the preferences of others, give and seek information on the availability of public facilities: cinemas, theatre, museums etc
4.8	museums, galleries exhibitions	say whether they are interested in museums, galleries, exhibitions; inquire about the interests of others; give and seek information on availability, price of tickets, opening-hours etc

4.9	press	say what they read regularly: newspapers, magazines etc; inquire about the preferences of others; inquire about the press in the foreign country.

5. Travel

The learners should be able to deal with various aspects of travelling:

5.1	travel to work, evening-class etc	say how they travel to work, evening-class, etc, what means of transport, what times, duration of journey, how often; seek similar information from others
5.2	holidays	say and inquire about where they and others normally spend their holidays and how long they last, how they spend them (camping, in hotels, etc), with whom (friends, relatives, etc); describe a previous holiday, where they went, how, with whom, for how long, where they stayed, what the weather was like, what they saw, what they did, give their general impressions and say whether they enjoyed the holiday and would go again; describe their plans for a future holiday and seek similar information from others; say whether they have been in the foreign language country before, seek similar information from foreigners with respect to their own country; say which foreign country (countries) they would particularly like to visit and why; seek similar information from others
5.3	countries and places	characterise countries, places and regions, say something about their size, where they are situated and in what surroundings, mention possibilities for sight-seeing; seek similar information from others, what to visit and how
5.4	public transport	ask how to get to a place by public transport; give information on this to others; buy tickets; inquire about lost property; discuss times of arrival and departure; discuss routes; discuss restaurant/refreshment facilities; understand the commonest public announcements
5.5	private transport	obtain and give information about routes, types of roads, traffic-rules, parking facilities, car-maintenance facilities, documents
5.6	entering and leaving a country	state whether they wish to declare anything at the customs; inquire about documents needed; ask about import-regulations; state reasons for visiting foreign country, duration of stay, fill in forms if required when entering or leaving the foreign language country, give personal information (cf 1); change money
5.7	nationalities	state own nationality and inquire about that of others
5.8	languages	say which foreign languages they speak, understand, read, write; say something about their level of proficiency; say what experiences they have; how they have learned them, how easy/difficult they think they are, whether they intend to continue learning foreign languages, whether they need them much; seek similar information from others

5.9	hotel, camping-site etc	inquire about nature and availability of accommodation, state wishes as to size of rooms, situation of rooms or camping-site, amenities, view; discuss terms and prices; fill in registration-forms; ask about meal-times, ask for key, inquire about laundry-facilities, ask for early morning call
5.10	travel-documents	ask what documents are needed; inquire about how to obtain visa, insurance, tickets
5.11	fares	inquire about fares, price reductions, single and return, children and adults
5.12	tickets	obtain tickets and pay for them
5.13	luggage	ask for one's luggage by identifying it, use services of a porter, inquire at lost property office
5.14	traffic	ask about traffic-rules, especially one-way streets, parking, speed limits; give information on same subjects; understand the commonest texts on traffic-signs.

6. Relations with other people

Learners should be able to deal with various aspects of social life:

6.1	friendship/aversion	say what people they like or dislike; seek similar information from others
6.2	invitations	invite others for a visit, a meal, a drink, private or public entertainment; accept and decline such invitations; make an appointment
6.3	correspondence	say whether they correspond with foreign language speakers, with whom, about what, how frequently; seek similar information from others; ask for writing materials, notepaper, postcards
6.4	club-membership	say whether they are members of any clubs, if so what clubs and what activities; seek information from others about the same subject
6.5	political and social views	say something about their political views, whether they support a political party, what sort of government their own country has; say something about social security in their own country, especially old-age pensions and medical care; seek similar information from others

7. Health and welfare

Learners should be able to deal with various aspects of health and welfare:

7.1	parts of the body	refer to some parts of the body where simple gesture does not suffice to locate the source of pain, disorders, etc
7.2	positions of the body	refer to and inquire about positions and movements of the body, sitting, standing, lying down etc
7.3	ailments/accidents	report illness, injury, accident; say whether they have been ill before and whether they have been operated upon; say whether they have to take medicine regularly, if so, what medicine

7.4	personal comfort	say whether they are comfortable or the reverse, whether they are hungry, tired, ill or well, want to rest; inquire about the same subjects
7.5	sensory perception	say whether they can see, hear, smell, taste something; say how something smells, tastes; inquire about the same subjects
7.6	hygiene	inquire about bathing, washing, hairdressing facilities; ask for articles of personal hygiene
7.7	insurance	say whether they are insured or not, against what risks, if so where; inquire about the same subjects
7.8	medical services	inquire about medical facilities, surgery-hours, conditions of treatment; make an appointment with a doctor, a dentist, at a hospital; buy medicine at a chemist's; answer a doctor's questions; make clear to a doctor what is wrong
7.9	emergency services	ask for the police or the fire department, ask for an ambulance, a doctor, ask for the consul

8. Education

Learners should be able to discuss:

8.1	schooling	say what sort of education they have had, say how they learned the foreign language, at what institute, what course; seek similar information from others
8.2	subjects	say what subjects they are particularly interested in; seek similar information from others
8.3	qualifications	say what diplomas or certificates they have, what examinations they have taken, whether they have passed or failed, whether they are preparing themselves for further examinations; seek similar information from others

9. Shopping

Learners should be able to deal with various aspects of shopping:

9.1	shopping facilities	ask for and give information about supermarkets, shopping-centres, markets, shops (baker, butcher, etc); ask in a shop whether particular goods are available, ask to see them, find out how much they cost, ask to be shown something cheaper, better, different, pay for goods bought, be familiar with expressions of quantity, weight, and with the money in the foreign country
9.2	foodstuffs	ask for the more common foodstuffs
9.3	clothes, fashion	ask for the more common articles of clothing and articles of personal use; ask for specific colours and materials
9.4	smoking	ask for smokers' requisites
9.5	household-articles	ask for the more common household-articles, particularly those most likely to be needed by a visitor to a foreign country
9.6	medicine	ask for chemist's; buy medicines against common physical disorders

9.7	prices	inquire about prices, discounts, method of payment; say whether price is convenient, (too) high or (too) low
9.8	weights and measures	discuss size and weight in general terms (big, small, heavy, light, etc) and in terms of the commonest standard weights and measures in the foreign language community and in their own

10. Food and drink

Learners should be able to deal with some aspects of eating and drinking:

10.1	types of food and drink	order a meal in a restaurant, refer to a menu, say what meal they want, what they want to eat and how it should be prepared (boiled, fried, etc); seek similar information from others
10.2	places where you eat and drink	ask about places where one can eat and drink; give information to others about same subject, order food and drink (see 10.1 above); ask for the bill; paying and tipping

11. Services

Learners should be able to make use of a number of important services and help others to use them:

11.1	post	give and seek information about where the post-office is, where a letter box is; inquire about postage for letters and parcels; buy stamps; inquire about poste-restante
11.2	telephone	give and seek information about where phone-calls can be made; ask someone to ring them up; tell others they will ring them up; ask if they can make a call; ask for a telephone-number and give their own number, ask for coins
11.3	telegraph	send a telegram; ask when it will arrive, inquire about the price
11.4	bank	give and seek information about where the nearest bank is, where foreign money can be changed; change money at a bank; cash a cheque; say whether and, if so, where they have an account
11.5	police	give and seek information about where the nearest police-station is; report a loss or a theft; pay a fine
11.6	hospital, surgery	(see "health and welfare" - medical services, above)
11.7	repairs	give and seek information about where things can be repaired; ask for things to be repaired
11.8	garage	give and seek information about where the nearest garage is; report a breakdown; ask for technical help
11.9	petrol-station	give and seek information about where the nearest petrol-station is; buy petrol, have oil, water and tyres checked

12. Places

Learners should be able to ask the way and to give strangers directions; they should be able to refer to a map, and to state and inquire about distances.

13. Foreign language

Learners should be able to discuss the use of a foreign language:

13.1	ability	say how well they speak, understand, read, write a foreign language, whether they consider it easy or difficult; seek similar information from others
13.2	understanding	ask what things are called; ask what phrases, words, etc mean; ask someone to speak slowly, clearly, to repeat something, to explain what he means
13.3	correctness	ask whether something is correct, ask someone to correct mistakes; ask how something is pronounced

14. Weather

Learners should be able to discuss the weather:

14.1	climate	characterise the climate in their own country and in the foreign country (if they know it); inquire about the climate in the foreign country
14.2	weather-conditions	describe weather-conditions in the four seasons in their own country, and, as far as known, in the foreign country; inquire about weather-conditions in the foreign country.

CHAPTER 9

GENERAL NOTIONS

Notions are the concepts which people use in verbal communication. Such notions are heterogeneous in that they represent a wide variety of levels of abstraction. This is inevitable because it reflects the nature of language itself. We use language to refer to concrete objects such as chairs and tables, but we also use it to deal with highly abstract relations such as dative and objective relations. The list to be presented in this chapter is arranged systematically in accordance with the overall categorisation proposed in Chapter 2. There is a considerable amount of overlap between this list and the lists in Chapter 7 and Chapter 10. Thus, for instance, the "general notion" *capacity/incapacity* (2.4.3.10) is to a certain extent parallelled by the "language function" *expressing capability and incapability*, and the "general notion" *colour* (2.4.1.12) by "specific" colour-notions in the list described in Chapter 10. From a theoretical point of view, this may be unsatisfactory. It reflects our inability to deal with the question of "what is done by means of language" in a strictly scientific way. What we have attempted, instead, was to develop a system of classification which, in spite of its shortcomings, would ensure the fullest possible coverage. This system is to a certain extent uneconomical in that it lists a number of items twice or even three times. From a practical point of view, however, this is hardly a disadvantage.

General notions

1	Notions of entities
	including *Deixis* (see Chapter 11, division II)
2	Notions of properties and qualities
2.1	Existential
2.1.1	existence/non-existence
2.1.2	presence/absence
2.1.3	availability/non-availability
2.1.4	possibility/impossibility (objective)
2.1.5	occurrence/non-occurrence
2.2	Spatial and temporal
2.2.1	location
2.2.2	motion
2.2.3	dimension
2.2.3.1	size
2.2.3.2	length
2.2.3.3	pressure
2.2.3.4	weight
2.2.3.5	volume
2.2.3.6	temperature
2.2.3.7	age
2.2.4	point of time
2.2.5	length of time (duration)
2.2.6	speed

2.2.7 frequency
2.2.8 continuity
2.2.9 intermittence
2.2.10 permanence
2.2.11 temporariness
2.2.12 repetitiousness
2.2.13 uniqueness
2.2.14 commencement
2.2.15 cessation
2.2.16 stability
2.2.17 change, transition

2.3 Quantitative

2.3.1 number
2.3.2 quantity
2.3.3 degree

2.4 Qualitative

2.4.1 physical
2.4.1.1 shape
2.4.1.2 size, measure
2.4.1.3 weight, pressure
2.4.1.4 temperature
2.4.1.5 moisture, humidity
2.4.1.6 visibility
2.4.1.7 opaqueness
2.4.1.8 audibility
2.4.1.9 taste
2.4.1.10 smell
2.4.1.11 texture
2.4.1.12 colour
2.4.1.13 age
2.4.1.14 physical condition
2.4.1.15 climatic condition
2.4.1.16 material
2.4.2 personal
2.4.3 evaluative
2.4.3.1 value, price
2.4.3.2 quality
2.4.3.3 rightness/wrongness
2.4.3.4 acceptability/inacceptability
2.4.3.5 adequacy/inadequacy
2.4.3.6 desirability/undesirability

2.4.3.7 correctness/incorrectness
2.4.3.8 successfulness/unsuccessfulness
2.4.3.9 utility/inutility
2.4.3.10 capacity/incapacity
2.4.3.11 importance/unimportance
2.4.3.12 normality/abnormality

3 Notions of relations

3.1 Spatial relations

3.1.1 relative position
3.1.2 distance
3.1.3 direction
3.1.4 origin
3.1.5 arrangement

3.2 Temporal relations

3.2.1 priority
3.2.2 posteriority
3.2.3 sequence
3.2.4 simultaneousness
3.2.5 future reference
3.2.6 present reference
3.2.7 past reference
3.2.8 reference without time-focus
3.2.9 delay
3.2.10 earliness
3.2.11 lateness

3.3 Action/event relations

3.3.1 agency
3.3.2 objective (including factitive)
3.3.3 dative
3.3.4 instrumental
3.3.5 benefactive
3.3.6 place
3.3.7 time
3.3.8 manner, means

3.4 Contrastive relations

3.4.1 equality/inequality
3.4.2 correspondence/contrast

3.5 Possessive relations

3.5.1 ownership

3.6	Logical relations
3.6.1	conjunction
3.6.2	disjunction
3.6.3	inclusion/exclusion
3.6.4	cause
3.6.5	effect
3.6.6	reason
3.6.7	purpose
3.6.8	condition
3.6.9	focussing

CHAPTER 10

SPECIFIC NOTIONS (TOPIC-RELATED)

In Chapter 5 the topics were introduced as part of the description of the situations in which learners at T-level might be expected to need foreign-language ability. In Chapter 8, we described in some detail what the learners would be able to do at T-level with respect to each topic. In order to do all that was described the learners will need the ability to handle a large number of notions in the foreign language. It is possible to draw up a list of such notions for each topic separately, which is, in fact, the procedure we have adopted. The method for the selection of these notions is to a very large extent subjective; it is based on introspection, intuition, experience. It is, perhaps, to be regretted that no more scientific method could have been used in this case, but, even if such a method would have been available, its application would have required an investment of time and money which, in the present circumstances, was out of the question. The situation is, of course, very familiar to all those concerned with educational development.

Lacking the huge resources which might have made a more scientific approach possible we have attempted to reduce the subjective element in our selection to a certain extent by comparing the first draft of our own lists with the notional content of various word-lists drawn up for a number of different languages, especially the "Mindestwortschätze" of the "Volkshochschulverbände". For this purpose we "translated" the words given in these sources into the notions they represented and subsequently checked our own lists mainly in order to find out whether there were unjustifiable omissions. The results obtained by this procedure are presented in this study as a basis for experimentation and will undoubtedly undergo modifications in the light of the expected feedback.

For reasons of space the list of specific notions is not presented in this chapter, but, together with the exponents for T-level English, in Division III of Chapter 11.

The list of notions is non-language-specific. It is unfortunate, but of course inevitable, that we have to refer to the notions in a particular language. The labels used for the notions might be misinterpreted as actual words proposed for that particular language, in this study English. We hope that the presentation in Chapter 11 of notions and exponents in two columns will preclude such misinterpretation.

CHAPTER 11

LANGUAGE FORMS

The specifications presented so far in this study have been non-language-specific. Without referring to any particular language we have described what the learners will be able to do at T-level and what notions they will be able to handle. The actual words, structures, etc, needed for this purpose in a particular language may now be determined on the basis of these specifications. For each item in the specifications we can state what language form(s) we consider to be the most useful exponents in a given language. In this study we shall demonstrate this procedure for English. The exponents will be marked either P or R. Those marked R are meant for receptive use only: the learners will have to be able to understand them when others use them. Those marked P are meant for receptive and productive use: they are recommended as the most general and/or the simplest way of fulfilling a language function or expressing a notion in speaking and, in rare cases, in writing. Of course there is ample scope for variation here. It would be pointless to prescribe *how* learners should be able to fulfil a language function or to express a notion; the only thing that can be stipulated is *that* they should be able to do it. If, nevertheless certain exponents are marked P, this is done by way of recommendation. The selection of these exponents has been governed by the wish to keep the total learning-load as light as possible. This means that in several cases certain exponents have been marked P because they can serve more than one purpose or because they do not introduce linguistic difficulties which, in other cases, could be avoided.

The lists are presented in three divisions, each corresponding to specifications developed in previous chapters:

Division I : language functions (Chapter 7)

Division II : general notions (Chapter 9)

Division III : specific (topic-related) notions (Chapter 10).

Together they constitute the content-specification for T-level English. For easy reference three appendices have been added to this study. The first appendix is an alphabetical list of all the words used in the English exponents of the three divisions, the complete lexicon for the English T-level, the second appendix is a structural inventory derived from the exponents by Mr L G Alexander, the third is a short grammatical summary.

The total number of different words (including so-called grammatical words) occurring in the English exponents is ca. 1050 for productive and receptive use and a further 450 for receptive use alone. This does not mean that at T-level the learner's ability to understand words in the foreign language is restricted to a total of some 1500. It may be confidently assumed that his ability will go far beyond this number. Apart from words which are very similar in the foreign language and in his native language, there are numerous compounds and derivatives which he will have no difficulty in understanding on the basis of his understanding of the component parts.

Where, in the following lists, grammatical categories are referred to, it has been attempted to use those terms which have the widest currency, or, at least, are widely understood. It has been found convenient to use some common abbreviations:

NP : noun-phrase

VP : verb-phrase

N : noun

V_{inf} : infinitive without *to*

V_{to} : infinitive with *to*

V_{ing} : verbal form in *-ing*

V_{ed} : past participle

ø : zero.

Content-specification: Division I

Language functions with T-level exponents for English

1. Imparting and seeking factual information

1.1	identifying	demonstrative pronouns (*this, that, these, those*) + BE + NP P demonstrative adjectives (*this, that, these, those*) + N + BE + NP P personal pronouns (subject form) + BE + NP P declarative sentences P short answers (*Yes, he is,* etc) P
1.2	reporting (including describing and narrating)	declarative sentences P head-clause containing verb of saying (eg *to say*), thinking, etc + complement clause (indirect speech) P
1.3	correcting	same exponents as above; in addition: adverb *no* P negative sentences with *not* P sentences containing the negation-words *never, no* (adjective), *nobody, nothing* P
1.4	asking	interrogative sentences (yes/no questions) P declarative sentences + question intonation R question-word sentences with:

When)
Where)
Why)
What (pronoun))
Which (pronoun))
Who) P
What (adjective))
Which (adjective))
)
How + (far)
(much)
(long)
(etc)

		Whose (pronoun and adjective) R
		question-tags (type: You aren't afraid, are you) R
		Tell me + (sub-clause) / (about + NP) P
2.	Expressing and finding out intellectual attitudes	
2.1	expressing agreement and disagreement	
	agreement	I agree P
		That's right P
		Of course (not) P
		Yes P
		Certainly R
		affirmative short answers (it is, I am, I can, he may, etc) P
	disagreement	I don't agree P
		I don't think so P
		No P
		That's incorrect R
		negative short answers P
2.2	inquiring about agreement or disagreement	Do you agree? P
		Do you think so, too? P
		Don't you agree? P
		Don't you think so? P
		short questions P
2.3	denying something	No (adverb) P
		negative sentences with *not* P
		sentences containing the negation-words *never, no* (adjective), *nobody, nothing* P
		negative short answers
2.4	accepting an offer or invitation	Thank you P
		Yes, please P
		I shall be very glad V_{to} ... P
		That will be very nice P
		With pleasure! R
2.5	declining an offer or invitation	No, thank you P
		I'm afraid I cannot ... P
		Unfortunately I cannot ... R

2.6	inquiring whether offer or invitation is accepted or declined	Will you + VP (do it, come, etc) P
2.7	offering to do something	Can I + VP P Shall I + VP P
2.8	stating whether one remembers or has forgotten something or someone	I remember / I don't remember + (noun(-group)/pronoun P; gerund P; *that*-clause P) I have forgotten to (bring my glasses etc) P
2.9	inquiring whether someone remembers or has forgotten something or someone	Do you remember + (noun(-group)/pronoun P; gerund P; *that*-clause P) Have you forgotten to (bring your glasses, etc) P
2.10	expressing whether something is considered possible or impossible	
	possibility	It is possible + (ø P; *that*-clause P) NP + can + VP P
	impossibility	It is not possible + *that*-clause P NP + cannot + VP P It is impossible P
2.11	inquiring whether something is considered possible or impossible	Is it possible + (ø P; *that*-clause P) Can + NP + VP P
2.12	expressing capability and incapability	NP + can + VP P NP + cannot + VP P NP + BE able to + VP P NP + BE not able to + VP P NP + BE unable to + VP R
2.13	inquiring about capability or incapability	Can + NP + VP P Cannot + NP + VP P BE + NP + able to + VP P BE not + NP + able to + VP P BE + NP + unable to + VP R

2.14	expressing whether something is considered a logical conclusion (deduction)	So + declarative sentence P Therefore + declarative sentence R NP + must + VP P *necessarily* in declarative sentence R NP + cannot + VP P
2.15	inquiring whether something is considered a logical conclusion (deduction)	*necessarily* in interrogative sentence R
2.16	expressing how certain/ uncertain one is of something	
	strong positive	I am sure + (ø P / (*that*-clause P I am certain + (ø R / (*that*-clause R No doubt + declarative sentence R I certainly think/believe + *that*-clause R
	intermediate	I think + (so P / (*that*-clause P I suppose + (so R / (*that*-clause R I believe + *that*-clause R
	weak	I am not sure + (ø P / (*that*-clause P I wonder + (ø R / (*if*-clause R NP + may + VP P Perhaps ... P
	negative	I don't think + (so P / (*that*-clause P I don't believe + (noun(-group)/pronoun R / (*that*-clause R NP + cannot + VP P
2.17	inquiring about how certain/uncertain others are of something	Are you (quite) sure + (ø P / (*that*-clause P Do you think + (so P / (*that*-clause P Do you believe/suppose + *that*-clause R

2.18	expressing one is/is not obliged to do something	I have to/don't have to + VP P I must + VP R (similarly with *we*)
2.19	inquiring whether one is obliged to do something	Do I have to + VP P Must I + VP R (similarly with *we*)
2.20	expressing others are/are not obliged to do something	NP + have to + VP, affirmative and negative P You must + VP P NP + must + VP (other persons) R You need not + VP R It is (not) necessary P
2.21	inquiring whether others are obliged to do something	Do + NP + have to + VP P
2.22	giving and seeking permission to do something	
	giving permission	You may + VP P You can + VP R (answering a request): Of course P Of course you may R (That's) all right P
	seeking permission	May I + VP P Can I + VP R Let me + VP R Do you mind + *if*-clause R
2.23	inquiring whether others have permission to do something	Are you allowed to + VP P Are you supposed to + VP R
2.24	stating that permission is withheld	NP + BE not allowed to + VP P NP + BE not supposed to + VP R NP + must not + VP R to forbid R Don't + VP P

3. Expressing and finding out emotional attitudes

3.1 expressing pleasure, liking

This is very nice/pleasant P

I like + (noun(-group)/pronoun) / (V_{ing} ...) (very much) P

I enjoy + (noun(-group)/pronoun) / (V_{ing} ...) R

I love + noun(-group)/pronoun P

It's a very good + noun P

3.2 expressing displeasure, dislike

This is not very nice/pleasant P

I don't like + (noun(-group)/pronoun) / (V_{ing} ...) (very much / at / all) P

I don't enjoy + (noun(-group)/pronoun) / (V_{ing} ...) R

I hate + (noun(-group)/pronoun) / (V_{ing} ...) / (V_{to} ...) R

3.3 inquiring about pleasure, liking, displeasure, dislike

Do/Don't you like + (noun(-group)/pronoun) / (V_{ing} ... P) / (V_{to} ... R) P

Do/Don't you enjoy + (noun(-group)/pronoun) / (V_{ing} ...) R

Would you like + (noun(-group)/pronoun) / (V_{to} ...) P

3.4 expressing surprise

This is a surprise! P

Fancy + V_{ing} ...! R

How nice + V_{to} ...! P

What a surprise! R

It's surprising! R

I'm surprised (+*that* -clause) R

3.5 expressing hope

I hope + (so / (*that*-clause)) P

I do hope + *that*-clause P

3.6 expressing satisfaction

This is very good/nice P

It's (quite) all right now P

This is just what I (want(ed) P / need P / meant P / had in mind R

3.7	expressing dissatisfaction	I don't like this P I don't like it like this R This is not right yet P This is not what I (want(ed) P (need P (meant P (had in mind R
3.8	inquiring about satisfaction or dissatisfaction	Is it all right now? P Is this what you (want(ed) P (need P (meant P (had in mind R Do you like this? P Do you like it like this? R
3.9	expressing disappointment	That's a (great) pity P I'm very sorry + V_{to} ... P
3.10	expressing fear or worry	I'm afraid P I'm worried (+about NP) P
3.11	inquiring about fear or worry	You aren't afraid, are you? P Are you afraid? P Are you worried? P
3.12	expressing preference	I prefer + (noun(-group)/pronoun P (V_{ing} ... R I'd rather + V_{inf} ... (than ...) P I'd rather not (+ V_{inf}) P
3.13	inquiring about preference	Which do you prefer? P Would you prefer + V_{ing} ...? R Would you rather + V_{inf} ... (than ...)? P
3.14	expressing gratitude	Thank you (very much (indeed)) P I am very grateful to you R It is/was very nice of you (+ V_{to} ..) P It is/was (very) kind of you (+ V_{to} ...) P
3.15	expressing sympathy	I am (so) sorry + V_{to} ... P I am very glad + V_{to} ... P I am delighted + V_{to} ... R

3.16	expressing intention	I'm going + V_{to} ... P I'll + V_{inf} ... P I intend + V_{to} ... P I'm thinking of + V_{ing} ... R
3.17	inquiring about intention	Are you going + V_{to} ...? P Will you + V_{inf} ...? R Do you intend + V_{to} ...? P Are you thinking of + V_{ing} ...? R
3.18	expressing want, desire	I'd like+ (noun(-group)/pronoun) / (V_{to} ...) P I want + (noun(-group)/pronoun) / (V_{to} ...) P May I have + noun(-group)/pronoun(,please)? P
3.19	inquiring about want, desire	Would you like + (noun(-group)/pronoun) / (V_{to} ...) P Do you want + (noun(-group)/pronoun) / (V_{to} ...) P
4.	<u>Expressing and finding out moral attitudes</u>	
4.1	apologising	I am very sorry P Sorry! P Please forgive me R I do apologise R Excuse me, please P
4.2	granting forgiveness	That's all right P It's all right now R It doesn't matter (at all) P
4.3	expressing approval	Good! P Excellent! R That's fine! P
4.4	expressing disapproval	You shouldn't + (V_{inf} ...) / (have + V_{ed} ...) P It's not very nice P
4.5	inquiring about approval or disapproval	Is this all right? P Do you think this is all right? P

4.6	expressing appreciation	(It's) very good P (It's) very nice P
4.7	expressing regret	I am so/very sorry + (*that*-clause / *if*-clause) P That's a (great) pity P
4.8	expressing indifference	It doesn't matter P I don't mind (Ø / *if*-clause) R I don't care R
5.	<u>Getting things done (suasion)</u>	
5.1	suggesting a course of action (including the speaker)	Let's + VP P Shall we + VP P We could + VP P What about + V_{ing} ... P We might + VP R
5.2	requesting others to do something	Would you (please) + VP P Could you (please) + VP P Please + VP P Would you be (so kind as to ... / kind enough to ...) R Would you mind + V_{ing} ... R Can I have + NP + V_{ed} (,please)? P
5.3	inviting others to do something	Would you like + V_{to} ... P What about + (V_{ing} ... / (a drink, a nice walk, etc)) P How about + (V_{ing} ... / (a drink, a nice walk, etc)) R
5.4	advising others to do something	You should + VP P You ought to + VP R I can recommend ... R Why don't you + VP P
5.5	warning others to take care or to refrain from doing something	Be careful! P Mind + NP! (eg Mind your head!) R Look out! P Don't + VP P
5.6	instructing or directing others to do something	declarative sentences with *you* as subject P imperative sentences P

6.	Socialising using language:	
6.1	to greet people	hallo P good morning/afternoon/evening P
6.2	when meeting people	hallo P (how are you? P (I'm fine, thank you) how are you? P (I'm very well, thank you, and how are you? R
6.3	when introducing people and when being introduced	This is ... P May I introduce you to ... R I'd like you to meet ... R (response:) How do you do P Hallo P
6.4	when taking leave	good-bye P bye-bye R goodnight P cheerio R I'll see you tomorrow/next week, etc P
6.5	to attract attention	excuse me ... P I say ... R
6.6	to propose a toast	here's to ... P cheers P ø
6.7	when beginning a meal	ø

Content-specification: Division II

General-notions
with T-level exponents for English

1.	Notions of entities	
	the nominal and verbal entries in the lists of notions of Division III (specific notions)	1. lexical exponents: see the exponents of these notions in Division III.

2. grammatical exponents: deixis (1)

A. definite:

a. non-anaphoric:

personal pronouns (subject forms and object forms) P

possessive adjectives (*my, your, their,* etc) P

possessive pronouns (*mine, yours, theirs,* etc) as complement P
This is mine

possessive pronouns as subject R
Mine is better

demonstrative adjectives (attributive *this, these, that, those, such)* P

demonstrative pronouns (independent *this, these, that, those)* P

independent relative pronoun *what* P

definite article *the* P

interrogative pronouns (independent): *who* P, *whom* R, *whose* R, *what* P, *which* P

interrogative adjectives (attributive): *whose* R, *what* P, *which* P

b. anaphoric:

personal pronouns (subject forms and object forms) P

possessive adjectives P

possessive pronouns as complement P
You take it; it is yours

demonstrative adjectives P

demonstrative pronouns P

relative pronouns: *who* P, *whose* R, *whom* R, *which* P, *that* R, ∅ R

emphatic pronouns: myself, yourself etc R
I've done it myself

definite article *the* P

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(1) *Deixis* is the grammatical system used for referring or identifying by means of linguistic items belonging to closed sets. Deixis may be *definite* or *indefinite* (*he* vs *someone*), *non-anaphoric* or *anaphoric* (*Why don't you come?* vs *I'll buy those books because I need them*), *independent* or *attributive* (*I want that* vs *I want that book*). Deixis is not referentially restricted to entities; it may also be used for instance, for spatial and temporal qualities. Deictic exponents for each type of notions will be given in the appropriate places.

adverbial *so* (as in: He wanted to leave, but he didn't say *so*) P

propword *one* (as in: I like the red one better) P

substitute-verb *do* (as in: He asked me to help him and I did) P

B. indefinite:

indefinite article *a* P

indefinite pronouns:

someone P
somebody P
no-one P
(not ...) anybody P
(not ...) anyone P
nobody P
each P
everybody P
everyone P
something P
(not ...) anything P
nothing P
everything P
all (as in: They all went home; and in: I want all of it) P
both (as in: They both went home; and in: I want both of them) P
some (as in: Some of them went home) P
it (as in: It's raining) P
you (as in: It is a nice record if you like modern music) P

indefinite semi-deictics:

person R
There are five persons present

man (human beings) R
There were animals here before man came

people P
What do people think about the government?
There are five people present

thing P
What do you call that thing?

2. Notions of properties and qualities

2.1 Existential

2.1.1 existence/non-existence

There is ... P
There's no ... P
Is there ... ? P
to exist P

2.1.2 presence/absence

here P
not here P
away P

2.1.3	availability/ non-availability	to have P) used in affirmative and to have got P) in negative contexts There is ... P There's no ... P Is there ...? P
2.1.4	possibility/ impossibility (objective)	possible) impossible) can) P (see Division I, 2.10) cannot)
2.1.5	occurrence/ non-occurrence	to happen P
2.2	Spatial and temporal	
2.2.1	location	here P there P somewhere P (not ...) anywhere P nowhere P where? P inside P *Put the car inside* outside P *The children are playing outside* everywhere P demonstrative adjectives) *(this, that,* demonstrative pronouns) *(these, those* P (see further Division II 3.1)
2.2.2	motion	to move P *The car did not move* to stand still R to stop P *The car stopped suddenly* to go P *The car would not go* *Why did you go?* to go + prepositional adjuncts of place P *He went to London* *He went into the house* (see for further prepositions Division II, 3.1) to go home P to go away P to go out P

to leave P
We left the station at 10

to arrive P
The train arrived at 11

to come P
He came very late
He came to our house

to come along R
Why don't you come along?

2.2.3 dimension

1. size

size P
What size shoes do you take?

big P)
large R) These and other items
wide R) belonging to the grammatical
small P) category of adjectives, to
narrow R) be used both attributively
high P) and predicatively and also
tall P) in the comparative and the
short P) superlative degree where
low P) applicable.

2. length

mile P

yard P

foot P
The road is 20 ft wide

inch P

kilometre P

metre P

centimetre P

long P
This road is very long

short P
It is only a short distance

3. pressure

heavy P
This blanket is too heavy

light P
I want a very light blanket

4. weight

weight P
This is not the right weight

to weigh R
This will weigh 5 lbs

lbs P

ozs P

kilo P

(see further 3 above)

5. volume

gallon P

pint P

6. temperature

temperature P
The temperature is too high for me

degree P
It is 10 degrees below zero

warm P

hot P

cool P

cold P

7. age

see Division III, 1.5

2.2.4 point of time

time P
What time is it?
((4) o'clock P
It's) (a quarter to/past (three) P
At) (half past (three) P
((23) minutes to/past (three) P

yesterday P

today P

tomorrow P

this (morning / afternoon / evening / week / month / year) P

last/next (week / month / year) P

tonight P

last night P

It's) ((3) am)
At) ((3) pm) R

the day before yesterday P

the day after tomorrow P

on (Monday) P

names of the days of the week P

names of the months P

dates, eg 4 February 1974 P

century R

in (4 days) P

(4 days) ago P

then P

now P

when? P

during + NP R
We met him during the holidays

by + NP(point of time) R
He'll be here by 6 o'clock

not ... till/until +NP (point of time) R
He won't be here till/until 6 o'clock

2.2.5 length of time (duration)

for + NP (durational nouns) P

since + NP(point of time) P

till + (NP (point of time)) / (sub-clause) P

long P
We had to wait (a) long (time)

short P
We waited only a short time

quick P
We'll have a quick meal

year P

month P

week P

day P

hour P

minute P

moment P

2.2.6 speed

fast P
We went very fast
This is a very fast car

slow P
We went very slowly
We have a slow car

... miles per hour P

2.2.7 frequency

never P

sometimes P

often P

always P

ever P

... times a (week) P

on (weekdays / Sundays / etc) P

every (Sunday / week / etc) P

daily R
There is a daily flight to Montreal

weekly R
There is a weekly flight to Kuala Lumpur

monthly R
We have monthly meetings

		once every (day) R
		rarely P
		seldom R
		hardly ever P
		usually P
2.2.8	continuity	to go on P *It will go on for five years*
		present continuous tense P
		past continuous tense P
		perfect tense P *I've lived here for two years*
2.2.9	intermittence	not always P
2.2.10	permanence	always P
2.2.11	temporariness	for + NP (durational nouns) P
		not always P
2.2.12	repetitiousness	many times P
		several times R
		again and again R
		again P
		twice P
2.2.13	uniqueness	(only) once P
		simple present tense P
		simple past tense P
2.2.14	commencement	to start P *The game started at 7* *He started to speak*
		to begin R
		from + NP (point of time) P
		since + NP (point of time) P
		to go + V_{ing} P *Let's go sailing*
2.2.15	cessation	to end R
		to stop P *The game will stop at 9* *He stopped talking*
		to finish R *When will he finish?*

till + NP (point of time) P

until + NP (point of time) R

to + NP (point of time) P
I work from 9 to 12 every morning

to be ready P
When will you be ready?

2.2.16 stability

to remain R
How long will you remain here?
Will it remain dry today?

to stay P
I will stay here for a week
It won't stay dry for long

2.2.17 change/transition

to change P
The country has changed since the war

to become P
Sugar has become very expensive

to get R
He's getting old

suddenly ... P

2.3 Quantitative

2.3.1 number

singular/plural (grammatical category) P

cardinal numerals up to 4 digits P

ordinal numerals up to 2 digits P

other numerals up to 9 digits R

another P
Give me another cup of tea

about P
I have about £10

2.3.2 quantity

all)
any)
both)
each)
a lot of)
some)
no)
many)
much)
more) + NP P
most)
hardly any)
(not ...) any)
enough)
little)
a little)
few)
a few)

several + NP R

		half P *Give me half of it* *Give me the other half* *Give me half a bottle* (see further Division II, 2.2.3) at least P *I need at least £5*
2.3.3	degree	very ... P too ... P enough P *This is good enough* much + adjective or adverb P *He's much better now* a little + adjective or adverb P *He's a little worried* a bit + adjective or adverb R *He's a bit tired* a lot + adjective or adverb R *He's a lot better now* the + superlative degree of adjective P almost P hardly R rather P *He is rather old* quite P *He is quite old* such R *It was such fun!* *He's such a nice boy!* so P *I'm so sorry* even P *I've even paid £5*
2.4	Qualitative	
2.4.1	Physical	
2.4.1.1	shape	round P *I saw a round thing on the road* square P *I received a square box*
2.4.1.2	size, measure	see Division II, 2.2.3
2.4.1.3	weight, pressure	see Division II, 2.2.3
2.4.1.4	temperature	see Division II, 2.2.3

2.4.1.5	moisture, humidity	dry P wet P to dry P to make wet P
2.4.1.6	visibility	(It) can(not) be seen R (I) can(not) see (it) P dark P *It is too dark to work in the garden* light P *We'll go for a walk as soon as it gets light*
2.4.1.7	opaqueness	(I) can(not) see through (it) P
2.4.1.8	audibility	(It) can(not) be heard R (I) can(not) hear it P loud P *The music is too loud* soft P *I like soft music when I wake up*
2.4.1.9	taste	to taste P *How does your soup taste?* *Would you like to taste this cheese?* taste P *I don't like this taste* sweet P *The coffee is not sweet enough* bitter P nice P *It's a very nice taste* bad P *This soup has a very bad taste*
2.4.1.10	smell	to smell P *The food smells good* *Can you smell gas?* smell P *This flower has a very pleasant smell* nice P *The flower has a nice smell* pleasant P *The flower has a very pleasant smell* unpleasant P *These flowers have an unpleasant smell* bad P *This meat has a bad smell*

2.4.1.11 texture

soft P
I want a soft pillow

hard P
This leather has become hard

rough P
I want a coat of rough wool

smooth R
This material is very smooth

strong P
This is a very strong material

weak R
This material looks rather weak

2.4.1.12 colour — see Division III, 9.3

2.4.1.13 age — see Division III, 1.5

2.4.1.14 physical condition — see Division III, 7.3 and 7.4

2.4.1.15 climatic condition — see Division III, 14.1 and 14.2

2.4.1.16 material

metal	P)	
gold	P)	
silver	P)	Used attributively (a
plastic	P)	silver coin) and as head of
nylon	P)	NP. (This is made of nylon)
cotton	R)	
leather	P)	
wood	P)	Used as head of NP
wool	P)	
wooden	R	
woollen	R	

2.4.2 Personal — see Division III, 1

2.4.3 Evaluative

2.4.3.1 value, price — see Division III, 9.7

2.4.3.2 quality

good P
This is a very good book

better P
This book is much better than that

best P
This is the best book I've ever read

bad P
The weather is very bad

worse P
The weather is much worse now

worst P
This is the worst weather I've ever seen

quality P
I don't like the quality of this material

2.4.3.3 rightness/wrongness

right P
This is the right thing to do

wrong P
What's wrong?
It is wrong to be lazy

NP + should (not) + VP P

NP + ought (not) to + VP R

What's the matter? P

2.4.3.4 acceptability/ inacceptability

I cannot accept (this) P

That's all right P

That's fine/nice P

I'm against + noun (-group)/pronoun R

2.4.3.5 adequacy/inadequacy

(It's) all right P

(It's) (not) enough P

That will do R

2.4.3.6 desirability/ undesirability

I (don't) like + (noun(-group)/pronoun) / (V_{ing} ...) (very much) P

I would (not) like + (noun(-group)/pronoun) / (V_{to} ...) P

We cannot have that R

2.4.3.7 correctness/ incorrectness

correct R

right P
The answer is right

better P
Your English is much better now

incorrect R

wrong P
The answer is wrong

worse P
The answer is worse now

to be right P

to be wrong P

true P

false R

2.4.3.8	successfulness/ unsuccessfulness	to succeed P *He tried but did not succeed* to fail P success P successful R to try P
2.4.3.9	utility/inutility	(not) useful P (We) can(not) use (this) P
2.4.3.10	capacity/incapacity	NP + can(not) + VP P NP + will + VP P NP + won't + VP P
2.4.3.11	importance/ unimportance	important P unimportant R not important P
2.4.3.12	normality/abnormality	normal P ordinary R strange P
3.	Notions of relations	
3.1	Spatial relations	
3.1.1	relative position	round + NP P *There's a wall round our garden* above + NP R *We were flying above the clouds* noun + above R *He's in the room above* at + NP P *We'll wait at the station* *I bought this book at Colchester* before + NP R *There was a tree before the house* in front of + NP P *There's a tree in front of the house* behind + NP P *There's a tree behind the house* under + NP P *The dog slept under the table* next to + NP P *Please, sit next to me at dinner* between + NP P *He walked between two policemen*

in + NP P
I live in London
The letter was in the envelope

outside + NP P
He spends most of his time outside the house

on + NP P
The meat was on the table

opposite + NP P

over + NP P
We flew over the city

among + NP R
We found a ring among the flowers

below + NP R
We were flying below the clouds

beside + NP R
Come and sit beside me

inside + NP R
I have never been inside this museum

with + NP P
I shall be with you in 5 minutes

against + NP P
He stood against the wall

where + sub-clause R

3.1.2 distance

near + NP P
We live near the cathedral

far (away) from + NP P
We live far from the town

in the neighbourhood of + NP R

3.1.3 direction

to + NP P
Let's go to London

for + NP R
He's leaving for Rome

from + NP P
The wind is from the east

into + NP P
Let's go into the museum

past + NP P
We drove past the castle

across + NP R
We walked across the street

along + NP R
Walk along this street, then turn left

down + NP R
We walked down the hill

up + NP R
We walked up the hill

through + NP P
We drove through the centre of the town

towards + NP R

away P
He walked away

away from + NP P
Go away from that car!

up R
He looked up

down R
Shall we walk down?

in P
Shall we go in?

out P
We walked out

back P
Finally we went back

to bring P
Bring me some water

to take P
I'll take you to your room

to put P
Where shall I put your coat?

3.1.4 origin

from + NP P
We came from London

out of + NP P

3.1.5 arrangement

after + NP P
John came after Peter

before + NP P
John came before Peter

between + NP P
We have a holiday between Christmas and Easter

first P
John came first

last P
Peter came last
The last guest arrived at 10

3.2 Temporal relations

3.2.1 priority

before + (NP / sub-clause) P

perfect tense P
I have not yet seen John

pluperfect tense P
I had not done it

earlier than ... P

already P
I have already done it

before P
I have never done it before

		yet P *Has he come yet?* *He hasn't yet come*
3.2.2	posteriority	after {NP / sub-clause} P
		later than ... P
		afterwards R *I'll do it afterwards*
		later on P *I'll do it later on*
		later P
3.2.3	sequence	first P *First we went to Madrid*
		then P *First we went to Madrid, then we travelled to Gibraltar*
		next R *What did you do next?*
		finally P *Finally we went back*
		in the end R
		afterwards R
		later on P
3.2.4	simultaneousness	while + sub-clause R
		when + sub-clause P
		as soon as + sub-clause R
		at the same time P
3.2.5	future reference	NP + BE going to + VP P
		present continuous of verbs of motion R NP + will + VP P
		soon P next (week / month / year) P
		in (4 days) P
		tomorrow P
		tonight P
		the day after tomorrow P
3.2.6	present reference	present continuous P
		simple present P
		now P
		at present P
		today P
		this (morning / afternoon / year / etc.) P

		still P *Are you still here?*
3.2.7	past reference	past continuous P
		simple past P
		last (week / month / etc.) P
		yesterday P
		the day before yesterday P
		recently R
		lately R
		formerly P
		just P
3.2.8	reference without time-focus	simple present P *Edinburgh is in Scotland*
3.2.9	delay	later P *The train will come later*
		delay R *There will be a delay of 2 hours*
		to be delayed R *The train has been delayed*
3.2.10	earliness	early P *You are early* *There is an early flight on Sundays* *You came too early*
3.2.11	lateness	late P *We'll have to hurry, we are late* *We came late for the show*
		too late P *We were too late, the train had left*
3.3	Action/event relations	
3.3.1	agency	agent as subject P
		agent in *by* - adjunct (passive) R
		agent in emphatic "It was X who ..." R
3.3.2	objective (incl. factitive)	objective as object P *John opened the door*
		objective as subject P *The door is open*
		objective as subject of passive R *The door was opened by John*
		(Note: in phrases like "he is called John" and similar ones listed elsewhere, the passive need not be learned for productive use as a grammatical category but as an idiom)

		factitive as object P *They're building a house here* factitive as subject of passive R *This cathedral was built in the thirteenth century*
3.3.3	dative	dative as indirect object P *I'll give you your own ticket* dative in *to* - adjunct P *I'll give the ticket to your brother* dative as subject P *I am ill* dative as subject of passive R *He was given a book*
3.3.4	instrumental	instrumental as object P *He used the key to open the door* instrumental in *with* - adjunct P *You can open the door with this key*
3.3.5	benefactive	benefactive as subject P *Joan received a nice present* benefactive in *for* - adjunct P *I want to buy a present for my wife*
3.3.6	place	see Division II, 3.1
3.3.7	time	see Division II, 3.2
3.3.8	manner, means	adverbials of manner: 1. adverbial phrases: in this way P *You do it in this way* like this R *You do it like this* 2. adverbs: derivatives in *-ly* P *You do it slowly* adverbs without *-ly* listed elsewhere e.g. fast P *You walk too fast* How? P *How can I do it?* by means of + NP R as + noun (-group) R *He works as a driver*
3.4	Contrastive relations	
3.4.1	equality/inequality	(not) the same (thing) P different (from ...) P to differ R difference R

		other (as in: Give me the other book) P
		another (as in: Give me another /-different/ book) P
		else (as in: Anything else?) P
3.4.2	correspondence/contrast	(not) the same (thing) P
		(quite) different P
		to differ R
		difference R
		like (as in: It's like an orange; it's like tea) P
		as ... as R *He is as big as his brother*
		not so ... as R *He is not so big as his brother*
		comparative degree of adjective than ... P *John is bigger than his brother*
3.5	Possessive relations	
3.5.1	Ownership/possession	possessive adjectives (*my, your,* etc.) P
		possessive pronouns (*mine, yours,* etc.) as complement P *This is mine*
		possessive pronouns as subject R *Mine is better*
		genitive singular of personal nouns P
		of-adjuncts P
		with-adjuncts P *Did you see a man with a big suitcase?*
		without-adjuncts P *You cannot travel here without a passport*
		to have (got) P *I have (got) a small caravan*
		to own R
		to belong to ... R *This book belongs to me*
		to get (= to receive) P *I got a nice present from him*
		to give P *I gave him a nice present*
		own P *This is my own book*
		to keep P *May I keep this*

3.6	**Logical relations**	
3.6.1	conjunction	and P
		but P *I want a new car, but I have no money*
		as well as ... R *I have bought a car as well as a motor-cycle*
		also P *John will also come*
		too P *John is coming too*
		not ... either P *I cannot swim either*
3.6.2	disjunction	or P
3.6.3	inclusion/exclusion	with + NP P *We'll take John with us*
		without + NP P *We'll go without John*
		except + NP R *We all went, except John*
		also; too : see II 3.6.1
3.6.4	cause	Why ... ? P
		because + sub-clause P
		as + sub-clause R
3.6.5	effect	then ... P
		the result is ... R
		so ... P *He ate too much so he didn't feel well*
		so ... that R *He ate so much that he fell ill*
3.6.6	reason	Why ...? P
		because + sub-clause P
		the reason is ... R
3.6.7	purpose	to + V_{inf} ... P *He came to help me*
		in order to + V_{inf} ... R *He came in order to help me*
		the purpose is ... R
3.6.8	condition	if + sub-clause P
3.6.9	focussing	about P *I don't want to talk about the war* *What about me?* (R)

on R
I cannot give you any information on train-services

only P
I only wanted to help you
He came only once

Content-specification: Division III

Notions derived from topics and their T-level exponents for English

1	**Personal identification**	
1.1	**name**	
	name	name P *What's your name?*
	forename	first name P Christian name R forename R *His first name is Charles*
	surname	surname P family name R *His surname is Robinson*
	initials	initials R *Are you initials G B S?*
	Mr (+ proper name)	Mr P *This is Mr Jones*
	Mrs (+ proper name)	Mrs P *This is Mrs Jones*
	Miss (+ proper name)	Miss P *This is Miss Jones*
	terms of address if no proper name is used (French: *monsieur, madame, mademoiselle,* as in *merci beaucoup, monsieur*)	No English exponents at T-level
	to spell	to spell P *Can you spell your name, please?*
	names of letters of the alphabet	a, b, c, etc. P z: /zed/ *or* /zi:/ P , the other pronounciation R *My name is spelled b-l-a-c-k*
	to call (= to refer to by the name of ...)	to call P *We call him Pete*
	to be called (= be referred to by the name of ...)	to be called P *He is called Pete*

	to sign (= to write one's signature)	to sign R *Have you signed your cheque?*
	signature	signature R *Before we can pay this cheque we must have your signature*
	letter (Ge. Buchstabe)	letter P *What is the last letter of your name?*
1.2	address	
	address (= place of residence)	address P *What is your address?* *My address is 15 Church Road, Crickle-wood*
	to live (= to be domiciled)	to live P *Where do you live?* *I live in France*
	street	street P
	road	road P
	square	square P *I live in Portman Square*
	park	park P *My house is near Hyde Park*
	house-number	number P *I live at number 15*
		cardinal numerals up to 4 digits P
	countries	country P
		names of own country, country (major countries) of foreign language, neighbouring countries of own country P
		neighbouring countries of foreign language country R
1.3	telephone number (see also 11.2)	
	telephone	telephone P
		phone R *Have you got a telephone?*
	to telephone	to telephone P ✖
		to call R
		to ring up R
		to make a (phone-)call R *I'll call you at 5 o'clock*
	telephone number	telephone number P
		cardinal numerals of 1 digit, including 0 P

✖ This exponent is chosen for productive use because it constitutes the smallest additional learning-load if the noun *telephone* has been learned, moreover it is the most "international" of the exponents.

1.4	date and place of birth	
	to be born	to be born P *I was born in 1925*
	place (Ge. Ort, Fr. lieu)	place P *
	birth	birth R
	date (= indication day, month, year)	date P
		names of the months P
		cardinal or ordinal numerals up to 31 P
		cardinal numerals used to indicate years, e.g. 1974 P
	birthday	birthday R *When is your birthday?*
1.5	age	
	age (= length of time a person has lived)	age R *What's her age?*
		I am ... (years old) P
		How old are you (is he, she, etc.)?
	old	old P *I am too old for this*
	young	young P *This is a party for young people*
	year	year P *I am ... years old*
	month	month P *Our baby is six months old*
1.6	sex	
	sex (= being male or female)	sex R
	male	man P
		boy P
		gentlemen (as on lavatory doors) R
		male R
		m P (writing only)

* In language communication situations the combination of the notions "birth" and "place" will have several exponents, such as "What is your *birthplace*?" "Where were you *born*?" "I was *born in Hamburg*" or even "He *saw the light in Warsaw*". It is clearly out of the question to draw up more or less complete lists of such exponents for all the notions listed in this study. Nor is it our aim to compose a phrase-book. Using language creatively is part of everyday speech, even at low levels of proficiency. At T-level a learner who has "where" at his disposal (deixis: place), the verbal phrase "to be born", the pronoun "you" (deixis), and some basic grammatical rules, has the ability to inquire after a person's birthplace, even without having learnt the exponent "where were you born?" by heart.

	female	woman P
		girl P
		ladies (as on lavatory doors) R
		female R
		f P (writing only)
1.7	marital status	
	married	married P
	single (= not married)	single R
		not married P
	family (= children)	family R
		children P
	husband	husband P
	wife	wife P
	child	child P
1.8	nationality	
	nationality	nationality R
		names of one's own nationality, of nationality of native speakers of the foreign language, of inhabitants of countries neighbouring one's own country P
		names of nationality of inhabitants of countries neighbouring the foreign-language country (countries) R
	foreign	foreign P
	foreigner	foreigner P
1.9	origin	
	place of origin	place of origin R
	country of origin	country of origin R
		Where are you (is he, she, etc.) from? P
		I am from ... P
	port of embarkation	port of embarkation R
1.10	profession, occupation	
	occupation (= what one does for a living)	profession R
		occupation R
		job P
		what do you do (for a living)? R
		name of one's own occupation P
	factory	factory P *I work in a factory*
	labourer	labourer R

	office	office P *I work in an office*
	office-worker	office-worker R
		clerk R
		typist R
	farm	farm P *I work at a farm*
	farmer	farmer R
	business	business P *I am in business*
	business-man/woman	business-man/woman R
	shop	shop P *I work in a shop*
	shop-assistant	shop-assistant R
	baker	baker P
	butcher	butcher P
	grocer	grocer P
	greengrocer	greengrocer P
	to sell	to sell P
	to buy	to buy P
	hospital	hospital P *I work in a hospital*
	doctor	doctor P
		physician R
	nurse	nurse R
	school	school P *I work in a school*
	teacher	teacher R
	to work	to work P
	soldier	soldier P
	army	army P *I am in the army*
1.11	<u>employer</u>	
	firm, company	firm R
		company R
	employer	employer R
		<u>name of one's own employer, firm, company, etc</u>. P
	to work	to work P *Where do you work?*
1.12	<u>family</u>	
	family (= parents and children)	family P
	child	child P
	father	father P

	mother	mother P
	son	son P
	daughter	daughter P
	brother	brother P
	sister	sister P
	parents	parents R
		father and mother P
	husband	husband P
	wife	wife P
	baby	baby P
	grandfather	grandfather R
	grandmother	grandmother R
	grandchild	grandchild R
1.13	religion	
	religion	religion R
		name of one's own religion, if any P
	to believe in	to believe in P *Do you believe in God?*
	God	God P
	church	church P
	cathedral	cathedral R
	service	service R
1.14	likes and dislikes *	
	to like	to like P
		to be fond of R
	to dislike	to dislike R
		to hate R
		I don't like ... P
	to do	to do P *What do you like to do in the evenings?*
1.15	character, temperament, disposition	
	character	What sort of man (woman, boy, etc.) is he (she) ? P
	kind (adj.)	kind P
	nice	nice P *He is a very nice man*
	bad	bad P

* Objects of likes and dislikes are derived from other topics.

	unpleasant	unpleasant P
	quiet (adj.)	quiet R *He is a very quiet boy*
	active	active R *He is a very active person*
	lazy	lazy R
2	House and home	
2.1	types of accommodation	
	to live (= to be domiciled)	to live P
	house	house P
	flat	flat P
	apartment	apartment R
	building (Fr. bâtiment)	building P *I have an apartment in a big building*
	furnished	furnished R *We have rented a furnished apartment*
	to buy	to buy P
	to rent	to rent P
2.2	accommodation, rooms	
	room (Ge. Zimmer, Fr. pièce)	room P *We have two rooms on the ground-floor*
	room (= space)	room P *You have much room here*
	kitchen	kitchen P
	bathroom	bathroom P
	bedroom	bedroom P
	living-room	living-room P
	lavatory	lavatory R toilet P w.c. R
	garden	garden P
	floor (Fr. étage)	floor P *The bedrooms are on the first floor*
	ground-floor	ground-floor P
	basement	basement R
	cellar	cellar P
	downstairs (= on a lower floor)	downstairs R *The kitchen is downstairs*
	downstairs (= to a lower floor)	downstairs R *Let's go downstairs and watch television*
	upstairs (= on a higher floor)	upstairs R *The bathroom is upstairs*

upstairs (= to a higher floor)	upstairs R *Let's go upstairs and go to bed*
stairs	stairs P
lift	lift P
wall	wall R
window	window P
door	door P
cupboard	cupboard R

2.3 furniture, bedclothes

furniture	furniture R
table	table P
bed	bed P
chair	chair P
lamp	lamp P
sheet	sheet P
blanket	blanket P
pillow	pillow P

2.4 rent

to cost	to cost R
	(the room) *is* (£10 per week) P
price	price P
rent	rent P *In London you pay a very high rent*
to rent	to rent P
to buy	to buy P
day	day P
week	week P
month	month P
year	year P
included	included R *Water is included in the rent*
excluded	not included R *Electricity is not included in the rent*
(rooms) to let	(rooms) to let P

2.5 services

water	water P
gas	gas P
electricity	electricity P
heating	heating P *We have no heating in this room*
central heating	central heating P

	telephone	telephone P *We have no telephone in our apartment*
	to clean	to clean P *The apartments are cleaned twice a week*
	to turn on (: gas, etc.)	to turn on P *How do you turn on the gas?*
	to turn off (: gas, etc.)	to turn off P *How do you turn off the gas?*
	on (= turned/switched on)	on P *The heating is on*
	off (= turned/switched off)	off P *The heating is off*
2.6	<u>amenities</u>	
	bath	bath P *The bath is upstairs*
	shower	shower P
	refrigerator	fridge R
	television	television P
		TV R
	garage (= place in which to keep a car)	garage P *There's a garage behind the house*
	garden	garden P
	to clean	to clean P *My rooms are cleaned twice a week*
	to wash (: clothes)	to wash P *You can wash your clothes downstairs*
	washing-machine	washing machine R
2.7	<u>region</u>	
	region	part of the country P *In our part of the country there are many farms*
	agriculture	farmland R
		farms P
	industry (= manufacturing)	industry R
		factories P *In our part of the country there are many factories*
	lake	lake P
	hill	hill P
	mountain	mountain P
	mountains (Fr. montagne)	mountains P
	top	top P *We could see the tops of the mountains*
	bottom	bottom P *We could see the bottom of the lake*

		I like to spend my holidays in the mountains
	forest	forest P
		wood R
	seaside	seaside R
		near the sea P *We live near the sea*
	coast	coast R
		beac[illegible] P *We walked on the beach*
		near the sea P
	island	island P
	water	water P
	land	land P
	canal	canal R
	valley	valley P
	countryside	country P *I'd like to live in the country, but I have not got the money for a second house*
	flat (= not hilly)	flat P *Our part of the country is quite flat*
	beautiful	beautiful P *The mountains are very beautiful*
	river	river P
	field	field P *He is working in the fields*
	high	high P
	deep	deep P *This is a very deep river*
2.8	<u>flora and fauna</u>	
	plant	plant P *There are many beautiful plants in the wood*
	flower	flower P
	tree	tree P
	grass	grass P
	animal	animal P
	bird	bird P
	insect	insect P
	fly	fly P
	dog	dog P
	cat	cat P
	cow	cow R
	pig	pig R
	horse	horse P

3 Trade, profession, occupation

3.1 trades, professions, occupations

see 1.10

3.2 place of work

see 1.10

3.3 conditions of work
(see also 3.4)

hours	hours P *We work 41 hours a week*
to begin	to begin R to start P *We begin the day at 8 am* *We start at 6 o'clock*
to finish	to stop P to finish R *We stop at 5 pm*
week	week P
month	month P
holidays, vacation	holidays P vacation R
canteen	canteen R
free (= gratis)	free P *We get a free meal every day*
free (= not working)	free P *We are free on Saturdays*
colleague	colleague P
boss	boss P
unemployment	unemployment R
weekdays	weekdays R
weekend	weekend R *We sometimes work during weekends*
(to work) hard	(to work) hard P *We have to work very hard in December*
(to be) busy	(to be)busy P *We are very busy in our office*

3.4 income

income	income R salary R wages R
to earn	to earn P *I earn £ 75 a week now*
tax(es)	tax(es) P
per week	per (week) R a (week) P *I earn £ 75 a week now*

3.5	<u>training</u>	
	training	training R
	to learn	to learn P
	course (:instruction)	course P *I had to follow a course in book-keeping*
	school	school P
	to study	to study P
3.6	<u>prospects</u>	
	to become	to become P *I may become a doctor*
	to learn	to learn P
	to study	to study P
	to apply (for a job)	to apply P *I am going to apply for a job next year*
	old-age pension	old-age pension R
4	<u>Free time, entertainment</u>	
4.1	hobbies (see also 4.2 - 4.8)	
	hobby	hobby P
	to walk	to walk P
		to go for a walk R
	to fish	to fish R
	to collect	to collect P *I collect stamps*
4.2	<u>interests</u> (see also 4.1 and 4.3 - 4.8)	
	interests	interests R
	to be interested (in s.t.)	to be interested (in s.t.) P
		to like P
4.3	<u>radio, TV, etc.</u>	
	television	television P
		TV R
	to watch television	to watch television P
	radio	radio P
	news-programme	news P
		news-bulletin R
	music	music P
	light (: music)	light P *We listened to light music the whole evening*
	classical (: music)	classical P *Classical music is more popular now than 10 years ago*

popular	popular R
interview (n.)	interview R
programme (= list of items for broadcast)	programme P
gramophone	record-player P
(gramophone-) record	record P *We listened to a record of Lionel Hampton*
tape-recorder	tape-recorder P
tape (n.)	tape P
to play (:music)	to play P *The orchestra played Beethoven*
loud	loud P *The music is too loud*
soft (opp. loud)	soft P *I like soft music early in the morning*
colour	colour P *I'd like to see the programme in colour*
sound	sound P *I don't like the sound of this music*

4.4 <u>cinema, theatre, opera, concert, etc.</u>

to go out	to go out P *When we were in Paris we went out every evening*
afternoon	afternoon P matinee R *We went to the afternoon performance*
evening	evening P
night	night P
performance	performance R
cinema	cinema P movies R
film	film P
(film-) star	star R *Greta Garbo was a great star*
actor	actor P
actress	actress P
singer	singer P
to sing	to sing P
song	song P
musician	musician P
music	music P
theatre	theatre P
(theatre-) play	play P *We saw a play by Noel Coward*
stage (:theatre)	stage R *There were only two people on the stage*

entrance (= way in)	entrance R *There were hundreds of people before the entrance of the theatre*
exit (= way out)	exit R *The exit is next to the stage*
emergency	emergency R *There are five emergency exits in the theatre*
row (= seats in a line)	row R *Our seats are in row 5*
seat	seat P *I want 5 seats for Thursday evening*
front (= the foremost part)	front P *Can I have 2 seats in the front?* *Can I have a front seat?*
back (= the rearmost part)	back P *I'd like 2 seats at the back.* *Have you any back seats left?*
centre	centre P
	middle R *I'd like to sit somewhere in the centre*
ticket (= theatre-ticket)	ticket P
ticket-office	ticket-office R
cloakroom	cloakroom R
lavatory	lavatory R
	toilet P
	w.c. R
to book (= to reserve: seats)	to book P
	to reserve R *Where can I book seats for tonight?*
booking-office	booking-office R
interval (= pause between two parts of a performance)	interval R
opera	opera P *I don't like operas by Wagner.* *Let's go to the opera tonight*
opera-house	opera-house R
concert	concert P
concert-hall	concert-hall R
modern (:music, opera, etc.)	modern P *I like modern music*
ballet	ballet R
to dance	to dance P
dancer	dancer R
dance (= social gathering for dancing)	dance R

	night-club	night-club P
	cabaret	cabaret P
	floor-show	floor-show R
	musical (= musical comedy)	musical R *There's a nice musical at the Adelphi Theatre*
	revue (: theatrical entertainment)	revue R *She sings in a revue*
	programme (= what is performed)	programme P *There is a very good programme at the concert-hall tonight*
	programme (= descriptive leaflet)	programme P *Let's buy a programme and see what the play is about*
	silence	silence R *Silence, please!*
4.5	sports	
	sport(s)	sport(s) P *Horse-racing is a popular sport in England*
		name(s) of one's own favourite sport(s), if any P
		names of 2 or 3 national sports: football P
		rugby R
	team	team P *The English team have won by 5 to 3*
	to play (: games)	to play P *Do you play any games?*
	game (= form of play)	game P *Do you play any games?*
		name(s) of one's own favourite game(s), if any P
	race (= contest in speed)	race P *There will be a boat-race tomorrow*
	match (= contest, game)	match P *I like watching football-matches on TV*
		football P
	to swim	to swim P
	stadium	stadium R
	field (= sports-ground)	field P
		ground R *There's a football-ground near the village*
	ball (= spherical object used in games)	ball P *If we had a ball we could play a game*
	player	player P
	to win	to win P
	to lose	to lose P *The English team has lost the game*

draw (= result of a game in which neither side has won)	draw R *The game has ended in a draw*
to watch	to watch P
	to look at P
to do	to do P *What do you like to do in the week-ends*

4.6 intellectual pursuits

to read	to read P
to study	to study P
	to learn P
library	library R
book	book P *I want to buy an English book*
bookshop	bookshop R
subjects of study	name(s) of one's own subject(s) of study, if any P

4.7 artistic pursuits (see also 4.4 and 4.8)

art	art P
to write	to write P
to paint	to paint P
to make (= to produce)	to make P *Van Gogh made a beautiful picture of an old chair*
art-forms	name(s) of one's own favourite art-forms, if any P

4.8 museums, galleries, exhibitions

museum	museum P
gallery (= display room or building)	gallery R
exhibition	exhibition R
interesting	interesting P
painting (= picture)	painting R
	picture P
sculpture	sculpture R *In this cathedral you can see beautiful sculpture*
old	old P
antique (adj.)	antique R *This is an antique table*
open (adj.)	open P *The museum is open now*

	closed	closed P *The museum is closed on Sundays*
	opening-hours	opening-hours R
	to close (= to stop being open)	to close P *The exhibition closes at six*
	to open (= to be opened for visiting)	to open P *The museum opens at nine*
4.9	press	
	newspaper	newspaper P
		paper R *Have you seen today's paper?*
	magazine (= periodical)	magazine P *I'd like to buy some magazines*
	article (= piece of writing)	article P *There's an article about Wales in the Daily Telegraph*
	picture(= photograph)	picture P *I like a magazine with many pictures*
	page	page P *There's ax article about Wales on page 6*
	to read	to read P
	advertisement	advertisement P
5	Travel	
5.1	travel to work, evening-class, etc. (see also 5.2 - 5.5)	
	to travel	to travel P *I have to travel one hour to my office every day*
	early	early P *I have to leave very early in the morning*
	late (opp.: early)	late P *I always come home late at night*
	home (= place of residence)	home P *I leave home at 6 in the morning.* *I come home at 9 in the evening*
	work (= place where one works)	work P *I go to my work by car*
	course (= series of lessons)	course P *I go to a course in typing once a week*
		evening-class R
		school P
	cheap	cheap P
	expensive	expensive P
	to cost	to cost R
		to be P *How much is a ticket to London?*

	fare (= price of journey)	fare R *The fare is 15p. by underground*
	ticket	ticket P *A ticket to London costs £1.50*
	to arrive	to arrive P
	to leave (= to go away from)	to leave P *I leave home at 6 every morning*
5.2	holidays (see also 5.1, 5.3 - 5.6)	
	holiday	holiday R
	holidays	holidays P
		vacation R
	summer	summer P
	winter	winter P
	spring	spring P *We always take a short holiday in spring*
	autumn	autumn P
	season (summer, etc.)	season R *Autumn is a good season for a quiet holiday*
	day	day P
	week	week P
	month	month P
	Christmas	Christmas P
	Easter	Easter P
	tour	tour R *We made a tour in the Welsh mountains*
	tourist	tourist P
	tourist-office	tourist-office P *We'll ask for information at the tourist-office*
	journey	journey P
		trip R *We made a journey to Spain last year*
	group	group P *We went to Scotland with a group of friends*
	together	together P *We all went together*
	people (= persons)	people P *Many people go to Spain for the sun*
	abroad (= in or to a foreign country)	abroad R
		in/to a foreign country P *Are you going abroad this year?*
	to enjoy	to enjoy R *Did you enjoy your vacation?*
	to visit	to visit P *We visited Spain last year*
	guide (:person)	guide R *The guide spoke several languages*

	plan (= intention)	plan R *Have you any plans for your summer holidays?*
	sights	sights P *Tomorrow we are going to see the sights*
5.3	<u>countries and places</u> (see also 2.7)	
	country (= state)	country P *France is a big country*
	town	town P
		city R *Coventry is an industrial city*
	town-centre	centre P *
	village	village P
	place (= town, village)	place P *Cricklewood is a nice little place*
	small	small P
	big	big P
		large R
	capital town	capital R
	Europe	Europe P
	Africa	Africa P
	Asia	Asia P
	America	America P
	Australia	Australia P
	ocean	ocean R
	castle	castle R
	world	world P *I would like to see the whole world*
5.4	<u>public transport</u>	
	to travel	to travel P
	traveller	traveller R
	to travel by ...	to travel by air P
		to travel by train P
		to travel by car P
		to travel by bus P
		etc. etc.
	aeroplane	aeroplane R
		plane P
	bus	bus P

* The compounds *town-centre* and *city-centre* are not listed separately because their meaning can be easily derived from the components.

	coach R *We'll take the coach to the airport*
train	train P
tram	tram P
underground (n.)	underground P *If you want to get there fast you must take the underground*
boat	boat P
	ferry R
	ship R
taxi	taxi P
airport	airport P
railway-station	railway-station P
bus-stop	bus-stop P
terminal	terminal R
railways	railways R
airline	airline R
travel bureau	travel bureau R
information office	information office R
information	information P
information desk	information desk R
enquiries	enquiries R
lost property office	lost property office R
gate (access to plane at airport)	gate R *Flight KL 735 to Amsterdam is boarding now through gate 23*
connection (= train, plane, etc. to which travellers change)	connection R *We shall miss our connection at Liverpool*
to buy	to buy P
to pay	to pay P
to pay for ... (e.g. a ticket)	to pay for ... P *Have you paid for your ticket*
to ask	to ask P *Why don't you ask him?* *May I ask a question?* *Ask him if there is a plane to London*
	to request R
to ask for ...	to ask for ... P *I asked for a single ticket*
to smoke	to smoke P
no smoking	no smoking R
stewardess	stewardess R
	hostess R
waiting-room	waiting-room R

	lounge R *Passengers are requested to wait in the lounge*
refreshments	refreshments R
restaurant	restaurant P
bar (= place where drinks are served)	bar P *Whisky is served at the bar*
boarding-pass	boarding-pass R
to change (= to leave one means of transport and get into another during a journey)	to change P *For Leeds you change at Sheffield*
to check in	to check in R *All passengers must check in at least 30 minutes before departure*
to board (= to go on board)	to board R *The passengers will board the ship between 4 and 4.30*
delay	delay R *There will be a delay of 2 hours*
delayed	delayed R *The train is delayed*
to cancel	to cancel R *All services to Southend have been cancelled for today*
platform	platform R
direction (= course)	direction P *This train goes into the right direction*
to arrive	to arrive P
arrival	arrival R
to leave (= to depart)	to leave P *At what time does the train leave?*
departure	departure R
to go to (: direction)	to go to P *Where does this train go to*
to come from (: origin)	to come from P *This boat comes from Ostend*
passenger	passenger R
time-table	time-table P
carriage	carriage R *Where is the first class carriage?*
fast (= quick, rapid)	fast P *This train goes very fast*
a fast train (= express)	a fast train P
slow (opp. fast)	slow P *This is a very slow journey*
a slow train (= stopping train)	a slow train P

flight (= airline service)	flight R *Flight KL173 has just arrived*
flight (= journey by air)	flight R *I hope you have enjoyed your flight*
charter-flight	charter-flight R
to fly	to fly P
to reach	to reach R *We shall reach Amsterdam at 5 pm*
harbour	harbour R *The ship came into the harbour*
to hurry	to hurry P *Hurry, or you will miss your train*
to wait	to wait P *We had to wait only five minutes*
to wait for	to wait for P *Wait for me on the platform*
to take (: duration)	to take P *The journey takes two hours*

5.5 private transport (see also 11.7 - 11.9)

motor-car	car P motor-car R *I always travel by car in my holidays*
petrol	petrol P
oil	oil P
to drive (: a car)	to drive P *I never drink beer when I have to drive a car*
driver	driver R
petrol-station	petrol-station R
car-park	car-park R
to park	to park P *Where can I park my car?*
speed	speed P
speed-limit	speed-limit R
fine (= sum of money to be paid as a penalty)	fine R *You will have to pay a fine of £10*
blue zone	blue zone R *In the blue zone you can park for one hour only*
insurance	insurance P
driving-licence	driving-licence R
traffic-lights	traffic-lights P
bicycle	bicycle P bike R
motor-cycle	motor-cycle P

motor-scooter	scooter R
to hire	to hire P *We shall hire a car when we come to Britain* to rent R
crossing (= place where roads or road and railway cross)	crossing P *Look out for trains when you come to the crossing*
to cross	to cross P *Look out when you cross the street*
pedestrian	pedestrian R
motorway	motorway P
danger	danger R
dangerous	dangerous P
safe (= secure)	safe R *This is a very safe car*
safety	safety R
road-sign texts	the commonest texts on road-signs, e.g. dual carriageway (ahead); keep in lane; no entry; no parking; one-way street; turn left/right; slow; slow down; give way; etc. all R for reading only
lorry	lorry R *This street is not for lorries*
busy (= full of traffic)	busy R *Drive carefully, this is a very busy street*

5.6 entering and leaving a country

immigration	immigration R
customs (: where duty is paid)	customs P *We had to pay duty at the customs*
to import	to import R
to declare (:goods to be imported)	to declare R *Have you anything to declare?*
duty (: sum of money to be paid when importing goods)	duty R *You'll have to pay duty on your new watch*
frontier	frontier P
foreign	foreign P
to change (: money from one country for that of another)	to change P *I want to change 500 French francs*
currency	currency R
money	money P
to visit (: a country)	to visit P
passport	passport P
to stay (: in a country)	to stay P *I want to stay in England for 3 weeks*

	visa	visa R
	form (to be filled in)	form R *All foreign visitors must fill in this form*
	to open	to open P *Will you open your bag, please?*
5.7	nationalities, see 1.8	
5.8	languages (see also 13)	
	language (= form of language used by a nation or race)	language P *English is a very useful language*
	native language	native language R
	languages	names of one's native language, of the language of the foreign country (English), names of languages of countries neighbouring one's own country P names of languages of countries neighbouring the foreign-language country R
5.9	hotel, camping-site, etc.	
	hotel	hotel P
	reception (= counter where guests are received)	reception R *Leave your key at the reception, please*
	reservation (= booking for accommodation)	reservation R *Have you a reservation, sir?*
	to book (sc. accommodation)	to book P *I have booked two rooms for tonight*
	lift	lift P *Take the lift to the 3rd floor*
	to press (: a button)	to press R *Press the button for the 3rd floor*
	button (= push-button)	button R *Press the button for the 3rd floor*
	porter (= door-keeper)	porter R *The porter will call a taxi for you*
	porter (= person who carries luggage)	porter R *The porter will take your luggage to your room*
	hall (= space into which the main entrance opens)	hall R *We shall wait for the coach in the hall*
	lounge (= sitting-room for guests)	lounge R *The guests can watch television in the lounge*
	balcony	balcony P *I want a room with a balcony*
	view (Ge. Aussicht)	view R *You have a nice view from this room*

quiet (opp. noisy)	quiet P *Can you give me a very quiet room?*
to disturb	to disturb R *Please, do not disturb*
noise	noise P *Give me another room, please, there is too much noise from the street here*
stairs	stairs P *You'll have to use the stairs, there is no lift here*
inn	inn R
camping-site	camping-site P
tent	tent P
caravan (= mobile home pulled behind a motor-car)	caravan P *Is your car strong enough to pull this caravan in the mountains?*
youth-hostel	youth-hostel P
regulations (= rules to be ovserved)	regulations R *It is against the regulations to walk on the grass*
charge (= price)	charge R price P *The charge for caravans is £1 per 24 hours*
bill (= note stating amount of money due)	bill P *Can you give me my bill, please?*
receipt	receipt P *May I have a receipt, please?*
account (= statement of money (to be) paid or received)	account P *The price of the meal will be put on your account*
cheque	cheque P *I'll give you a cheque for £ 25*
boarding-house	boarding-house R
guest	guest P
to call (= to wake)	to call P *Please, call me at 6 tomorrow morning*
key	key P
desk (= counter)	desk R *Please, leave your key at the desk*
message	message R *There is a message for you at the reception*
to register (: in a hotel, at a camping-site, etc.)	to register R *Please register before going up to your room*
single room	single room R room for one person P
double room	double room R room for two persons P

	to push	to push R *Push to open the door*
	to pull	to pull R *Pull to open the door*
5.10	travel documents	
	document	document R *Where are your insurance documents?*
	passport	passport P
	insurance	insurance P
	driving-licence	driving-licence R
	visa	visa R
5.11	fares (see also 5.4 and 5.12)	
	fare (price of transport)	fare R price P *The fare to Ostend is £ 15*
5.12	tickets	
	ticket (: for journey)	ticket P *Have you got the bus tickets?*
	single (: journey)	single P *Two singles to Brighton, please*
	return (: journey)	return P *A return ticket is cheaper than two singles*
	cheap	cheap P
	adult (grown-up person)	adult P *We are two adults and three children*
	child	child P
	group	group P
	class (: railway carriages, airline cabins)	class P *Travelling first class is very expensive in our country*
5.13	luggage	
	luggage	luggage P baggage R
	bag (= travelling-bag, handbag)	bag P *I have two bags and one suitcase*
	suitcase	suitcase P
	box	box P *Can you give me a box for these glasses?*
	to carry (= to take from one place to another)	to carry P *Can you carry this heavy suitcase for me?*

camera	camera P
porter (= person who carries luggage)	porter R *Do you want a porter for your luggage?*
weight	weight R
heavy	heavy P
light (opp. heavy)	light P *I don't need a porter, these bags are very light*

5.14 traffic, see 5.5

6 Relations with other people

6.1 friendship/aversion

friend	friend P
to like (: a person)	to like P *I like your brother very much*
to dislike (: a person)	to dislike R
	to like + negation P *I don't like your brother*

6.2 invitations

to invite (= to ask a person to come somewhere)	to invite R *They have invited us for dinner tonight*
invitation	invitation R
to make an appointment (= to arrange to meet a person)	to make an appointment R *Can we make an appointment for next week?*
to join (= to come into the company of ...)	to join P *May I join you for dinner?* *Will you join us on our trip tomorrow?*
to expect (= to be ready to receive a person)	to expect R *We shall expect you at 5.*
to come to (sc. a place)	to come to P *Why don't you come to my house?*
to have dinner	to have dinner P
	to dine R
to have lunch	to have lunch P
to have tea	to have tea P
to have coffee	to have coffee P
to have breakfast	to have breakfast P
to have a drink	to have a drink P
to visit (= to pay a visit to a person)	to visit P to come and see ... R *Why don't you come and see us tomorrow?*

	present (= gift)	present P *I've brought you a present from my own country*
	party (= social gathering)	party P *We are giving a party for our friends tonight*
	to talk	to talk P *We talked for a long time*
	to promise	to promise R *Promise you will come tomorrow*
6.3	correspondence	
	to correspond (= to exchange letters)	to correspond with ... R to write P *I have corresponded with an English friend for two years now. We write to each other every month*
	pen-friend	pen-friend R
	letter	letter P
	envelope	envelope P
	postcard	postcard P
	postage-stamp	stamp P
	pen	pen P
	pencil	pencil P
	note-paper	note-paper R paper P *I want to write a letter, but I have no paper*
	to send (: a letter)	to send P *I sent him a letter last week*
	to receive (: mail)	to receive P *I received a letter from him last week* to get P *Did you get a letter yesterday?*
	to answer (: a letter)	to answer R *Has he answered your letter?*
	answer (: to a letter)	answer P *Have you received an answer to your letter?*
	opening formula (letter)	Dear (writing only) P *Dear Mr Jones*
	closing formula (letter)	Yours sincerely (writing only) P
6.4	club-membership	
	club (= society of persons)	club P *We have a sports-club in our village*
	member (: of a club)	member P *I am a member of a sports-club*

	meeting (= gathering)	meeting P *We have club meetings every week*
	to meet (= to gather)	to meet P *We meet in a pub every Friday*
6.5	political and social views	
	politics	politics P
	political	political P
	party (= political party)	party P *Are you a party-member?*
	government	government P
	to govern (= to rule)	to govern R *This king governed for 26 years*
	conservative (= party, politics)	conservative P *We have a conservative government now*
	socialist (n. and adj.)	socialist P *We have a socialist government* *I am not a socialist*
	communist (n. and adj.)	communist P *I am a member of the communist party* *Are there many communists in your country?*
	king	king P
	queen	queen P
	president	president P
	minister	minister P
	prime minister	prime minister R
	right-wing (: party, politics)	right-wing R *We have a right-wing government now*
	left-wing (: party, politics)	left-wing R *They are left-wing students*
	social security	social security R
	old-age pension	old-age pension R
	state (= political community)	state P *The state pays for our education*
	opinion	opinion P
	war	war P
	peace	peace P
7.	Health and welfare	
7.1	parts of the body	
	head (part of body)	head P *My head hurts*
	neck	neck P
	back (= surface of the body from neck to buttocks)	back P *My back hurts*

	arm	arm P *I cannot move my arm*
	hand	hand P
	leg	leg P
	foot (: part of body)	foot P *My foot hurts*
	heart	heart P
	tooth	tooth P
	hair	hair P
	stomach	stomach P
7.2	<u>positions of the body</u>	
	to stand (= to be upright)	to stand P *I cannot stand any longer, I am too tired*
	to sit down	to sit down P *Do you want to sit down?*
	to lie (= to be recumbent)	to lie P *He has been lying here for half an hour now*
	to lie down	to lie down P *I would like to lie down for an hour*
	to get up	to get up P *Don't try to get up, just wait for the doctor*
	to move (: motion)	to move P *I cannot move my leg*
	to walk	to walk P *Try to walk to the car*
7.3	<u>ailments/accidents</u>	
	ill (in bad health)	ill P *I have been ill for a week now*
	pain	pain P -ache R *I have a headache*
	fever	fever P temperature R *I have a temperature*
	health	health R
	wound	wound P injury R
	operation (: medical treatment by surgeon)	operation P *I have had two stomach-operations*
	bandage	bandage P *I need a bandage for this wound*
	to be operated upon	to be operated upon R to have an operation P

accident (e.g. in traffic)	accident P *I had a bad accident yesterday*
disease	disease R
	illness R
to fall ill	to fall ill R
dead	dead P
	killed R
alive	alive P
to live (= to be alive)	to live R
	to be alive P *The patient is still alive*
cold (: illness of nose or throat)	cold P *I am afraid I have a cold*
to hurt (tr. & intr.)	to hurt P *My leg hurts* *This will hurt a little*
to fall	to fall P *Be careful or you will fall on the ice*
to break (: fracture)	to break P *He has broken his leg*
to feel (Fr. se sentir)	to feel P *I don't feel quite well*
to burn (tr.)	to burn P *I have burnt my hand*
to happen	to happen P *What happened?*
to cut	to cut P *I have cut my finger*

7.4 <u>personal comfort</u>

comfortable	comfortable P *I am quite comfortable now* *The chair is not very comfortable*
thirst	thirst R
thirsty	thirsty P
hunger	hunger R
hungry	hungry P
tired	tired P
well (= in good health)	well P *I feel very well*
to look (= have a certain appearance	to look P *You look very well*
to rest (= to repose	to rest P *I would like to rest a little*
to sleep	to sleep P
to wake up	to wake up P *I woke up at 6 o'clock*
rest (= repose)	rest P *I will have to take a rest*

sleepy	sleepy P
to laugh	to laugh P

7.5 sensory perception

to look (Fr. regarder)	to look P *Don't look now, this is not very nice* *Look at his new car!*
to see	to see P *I cannot see very well, it's too dark* *Can you see something?*
to listen	to listen P *Listen to me, please* *Listen, the train is coming*
to hear	to hear P *I am afraid I cannot hear very well* *Can you hear me now?*
to smell (tr. & intr.)	to smell P *This food smells very good* *I smell gas*
to taste (tr. & intr.)	to taste P *How does your soup taste?* *Would you like to taste this cheese?*
smell	smell P *That is a very nice smell*
taste	taste P *I don't like this taste*

7.6 hygiene

to wash (tr. & intr.)	to wash P *I would like to wash before dinner* *Can you wash these clothes for me?*
soap	soap P
towel	towel P
clean (opp. dirty)	clean P *This shirt is not clean*
dirty	dirty P
toothbrush	toothbrush P
toothpaste	toothpaste P
scissors	scissors P
comb	comb P
brush	brush P
to cut (: hair)	to cut P *Will you cut my hair, please*
to shave (intr.)	to shave P *I want to shave before dinner*
razor	razor P

	(laundry (= laundering (business)	laundry R *Is there a laundry in the neighbourhood?*
	(laundry (= clothes ((to be) laundered)	laundry R *Has the laundry come back yet?*
7.7	insurance	
	to insure	to insure P
	insurance	insurance P
	third-party (= insurance)	third-party P *Do you have third-party insurance?*
7.8	medical services	
	doctor (= physician)	doctor P *If you don't feel well you should go to the doctor*
		physician R
		surgeon R
	ambulance	ambulance R
	surgery-hours	surgery-hours R *Surgery hours 8 am - 10 am*
	health	health R
	patient (= person undergoing medical treatment)	patient R *The patient must not be moved*
	chemist	chemist P
	medicine (= remedy)	medicine P *Take this medicine three times a day*
	tablet (medical)	tablet P
		pill R *I must take one tablet after every meal*
	hospital	hospital P
	ward (= division or room in a hospital)	ward R *Your daughter is in the children's ward*
	specialist (= specialised physician)	specialist P *I think you should go to a specialist*
	dentist	dentist P
	to fill (sc. a tooth)	to fill P *This tooth was filled six months ago*
	appointment (= arrangement to meet doctor or dentist)	appointment R *What time is your appointment?*
	prescription	prescription R *Do you want a prescription for new tablets?*
	glasses (= spectacles)	glasses P

7.9 emergency services

fire	fire P
fire-service	fire-service R
ambulance	ambulance R
police	police P
policeman	policeman P
police-station	police-station P
consul	consul P
consulate	consulate R
embassy	embassy R

8. Education

8.1 schooling

school	school P
primary school	primary school P
secondary school	secondary school P
university	university P
college (= school for higher or professional education)	college R *I'll go to a college for business studies*
institute	institute R
education	education P
adult (= for grown-up people)	adult P *I am learning English at an institute for adult education*
course (series of lessons)	course P *At our institute there are courses in several foreign languages*
lesson	lesson P
to train (= to give instruction)	to train P *She was trained to be a nurse*
to teach	to teach P
to learn	to learn P
to take lessons, a course, etc.	to take lessons, a course, etc. P
master	master R
	teacher P *He is our English master*
student	student P
pupil	pupil P

8.2 subjects

subject (= school-subject)	subject P *What subjects do you take at school?*

	reading	reading P *Reading is taught in primary schools*
	writing	writing P *Writing is taught in primary schools*
	mathematics	mathematics P
		arithmetic R
	geography	geography P
	history	history P *I like history lessons very much*
	school subjects	names of the subject(s) the learner is particularly interested in P
8.3	qualification	
	diploma	diploma P
		certificate R
	examination (= testing of knowledge or ability)	examination P *I passed my examination last year*
	to pass (= to be successful in examination)	to pass P *I passed my examination last year*
	to fail (= to be unsuccessful in examination)	to fail P *I failed my driving-test twice*
	test	test P *I failed my driving-test twice*
	final examination	final examination R
	entrance examination	entrance examination R
9.	Shopping	
9.1	shopping facilities	
	shop	shop P
	supermarket	supermarket P
	department store	department store R
	market (= public place for buying and selling goods)	market P *We buy our vegetables at the market*
	opening hours	opening hours R
	grocer	grocer P
	butcher	butcher P
	baker	baker P
	greengrocer	greengrocer P
	tobacconist	tobacconist P
	to buy	to buy P
	to sell	to sell P

	to change (: something one has bought)	to change P *I want to change this shirt; it is not the right colour*
	sale (= offering of goods at low prices for a period)	sale R *You can buy things very cheaply at the sales*
	souvenirs	souvenirs P
	(to pay) cash	(to pay) cash R
	new	new P *I want to buy a new book about England*
	to find	to find P *Where can I find a tobacconist?*
	it is my (etc.) turn	it is my (etc.) turn R
	self-service	self-service R
	to wrap up	to wrap up R *Shall I wrap it up for you?*
	to show	to show P *Please show me another one*
9.2	foodstuffs, see 10.1	
9.3	clothes/fashion	
	clothes	clothes P
	dress	dress P
	suit	suit P
	underwear	underwear P
	trousers	trousers P
	jacket	jacket P
	shirt	shirt P
	blouse	blouse P
	shoes	shoes P
	socks	socks P
	stockings	stockings P
	coat	coat P
	raincoat	raincoat P
	hat	hat P
	skirt	skirt P
	wool	wool P
		woollen R
	nylon	nylon P
	cotton	cotton R
	leather	leather P
	plastic	plastic P
	real	real P *Is this real leather?*
	purse	purse P

wallet	wallet P
size (= standard measurement)	size P *What size shoes do you take?*
blue	blue P
black	black P
brown	brown P
green	green P
grey	grey P
orange	orange P
red	red P
white	white P
yellow	yellow P
light (: colour)	light P *I want a light colour*
dark (: colour)	dark P *I want a dark blue skirt*
pair	pair P *I want to buy a pair of shoes*
pocket	pocket P *I want a coat with big pockets*
watch (= timepiece)	watch P *I want to buy a new watch*
to wear (: clothes)	to wear P *I am not going to wear this*
(dressed) in	in R *Did you see the girl in the white dress?*
to try on (: clothes)	to try on P
to put on (: clothes)	to put on P
to take off (: clothes)	to take off P

9.4 smoking

tobacco	tobacco P
pipe	pipe P
cigar	cigar P
cigarette	cigarette P
ashtray	ashtray P

9.5 household-articles

pan	pan
spoon	spoon P
fork	fork P
knife	knife P
dish	dish R
plate (: from which food is eaten)	plate P *I want a plate of bacon and sausage*

	cup	cup P
	saucer	saucer P
	bottle	bottle P
	pot	pot P *Bring us a pot of tea, please*
	glass (= drinking vessel)	glass P *I want to buy wine-glasses*
	glass (material)	glass P *Is this made of glass or of plastic?*
	matches (Fr. allumettes)	matches P *I'd like a box of matches*
	string (= cord)	string P *I need a piece of string*
9.6	<u>medicine</u>, see 7.8	
9.7	<u>prices</u>	
	price	price P
	expensive	expensive P
	cheap	cheap P
	high (: price)	high P *Prices are very high in this country*
	low (: price)	low P *Prices are rather low in this shop*
	how much?	how much? P *How much are these shoes?*
	to cost	to cost R *These shoes cost £ 23*
		to be P *These shoes are £ 23*
	too (: degree)	too P *£ 23 is too much for these shoes*
	discount	discount R
	to spend (: money)	to spend P *I cannot spend so much money*
	money	money P
	bank-notes	bank-notes R
	coins	coins P
	monetary system	£ P
		penny-pence P
	to pay	to pay P *How much did you pay for that?*
9.8	<u>weights and measurements</u>	
	weight (= heaviness)	weight P *This is not the right weight*
	to weigh	to weigh R *This will weigh 5 lbs.*

heavy	heavy P
light (opp. heavy)	light P *This coat is not light enough*
enough (= sufficiently)	enough P *This coat is not light enough*
weights	lbs. P
	ozs. P
	kilo P
measures	mile P
	yard P
	foot P *The road is 20 ft. wide*
	inch P
	kilometre P
	metre P
	centimetre P
	gallon P
	pint P

10. Food and drink

10.1 types of food and drink

meal	meal P
food	food P
to eat	to eat P
to drink	to drink P
soup	soup P
meat	meat P
bacon	bacon R
sausage	sausage R
steak	steak R
beef	beef R
pork	pork R
veal	veal R
lamb	lamb R
to fry	to fry R
to grill	to grill R
to roast	to roast R
to boil	to boil R
fish	fish P
chicken	chicken P
omelette	omelette P
ham	ham R
mushrooms	mushrooms R

vegetables	vegetables P
	some common national vegetables:
	cabbage, peas, beans R
potatoes	potatoes P
pommes frites	chips R
	pommes frites R
salad	salad P
tomato	tomato R
egg	egg P
spaghetti, macaroni	spaghetti P
rice	rice P
salt	salt P
pepper	pepper P
mustard	mustard P
bread	bread P
butter	butter P
slice	slice P *A slice of bread, please*
cheese	cheese P
dessert	dessert P
	sweet R *Have you ordered a sweet?*
fruit	fruit P
apple	apple P
pear	pear P
strawberry	strawberry R
nut	nut R
orange (: fruit)	orange P *I'll have an orange, please*
ice-cream	ice-cream P
vanilla	vanilla R
chocolate	chocolate P *I'll have chocolate ice-cream.* *Can I have a piece of chocolate?*
cake	cake P
pastry	pastry R
to bake	to bake R
jam	jam P
coffee	coffee P
tea	tea P
cream	cream R
milk	milk P
sugar	sugar P
wine	wine P

beer	beer P
mineral water	mineral water P
fruit-juice	fruit-juice P
water	water P
sandwich	sandwich P
hot	hot P
cold	cold P
nice (= of pleasant taste)	nice P
sweet	sweet P *The coffee is not sweet enough*
bitter	bitter P
warm	warm P
thick	thick P
thin	thin P
drink (= alcoholic liquor)	drink P *What about a drink?*
piece	piece P *I would like a piece of chocolate*
(bread-) roll	roll P *Would you like some rolls*

10.2 <u>eating and drinking out</u>

restaurant	restaurant P
snackbar	snackbar P
café	café R
pub	pub P
bar (= counter for drinking)	bar P *Let's go to the bar for a drink*
canteen	canteen R
self-service	self-service R
help-yourself	help-yourself R
service (= serving of food and drink)	service R *No service in the garden.* *Service is included in the bill*
table	table P *A table for two, please*
waiter	waiter P *The waiter will give us the menu*
waitress	waitress P *Let's ask the waitress for the menu*
to serve (= to provide guests with food and drink)	to serve R *We don't serve dinner after 10 pm*
to order (= to give an an order to be served)	to order P *I have ordered a bottle of red wine*
menu	menu P *Give me the menu, please*

	to choose (= select)	to choose P *Have you chosen something from the menu?*
	to decide	to decide R *Have you decided yet?*
	bill (= statement of money (to be) paid)	bill P *Can I have my bill, please*
	tip (Fr. pourboire)	tip R *The waiter will expect a tip*
	service-charge	service-charge R *There is no service-charge in the canteen*
	to take away (= to remove)	to take away R *Can I take this away?*
11.	Services	
11.1	post	
	post-office	post-office P
	to post (: letter)	to post P *Post this letter before 7 pm*
	collection (= emptying of letter boxes by postman)	collection R *The next collection is at 5 o'clock*
	letter-box	letter-box P *Where is the nearest letter-box?*
	letter (= written communication)	letter P *I have received a letter from my brother*
	parcel	parcel P
	postage stamp	stamp P *Do they sell stamps at the hotel?*
	postage (= payment for the carrying of letters)	postage R *The postage for this parcel will be 50 p*
	mail (= letters, parcels, etc. sent or delivered by post)	mail R *The mail has not arrived yet*
	poste-restante	poste-restante R
	postman	postman R
11.2	telephone	
	telephone	telephone P phone R *Have you got a telephone?*
	to telephone	to telephone P to call R to ring up R to make a (phone-) call R *I'll call you at 5 o'clock*
	telephone number	telephone number P

	telephone booth	telephone booth R phone booth R call-box R
	operator	operator R
	to dial	to dial R
	coin	coin P *I have no coins for the telephone*
	out of order	out of order R *The telephone is out of order*

11.3 telegraph

telegraph	telegraph R
telegram	telegram P
to send	to send P
to arrive	to arrive P
word	word P
sender	sender R *What is the name of the sender?*

11.4 bank

bank (= establishment for the keeping and transfer of money)	bank P *You can cash your traveller's cheques at any bank*
to change (: money from one country for that of another)	to change P *I want to change 500 French francs*
currency	currency R
money	money P
cheque	cheque P
traveller's cheque	traveller's cheque R cheque P
to cash (: a cheque)	to cash P *I want to cash this cheque*
bank account	account P *I have an account with the Midland Bank*
to borrow	to borrow P
to lend	to lend P

11.5 police

police	police P
policeman	policeman P
police station	police station P
thief	thief P

to steal	to steal P
to lose	to lose P *I have lost my passport*
fine (= sum of money to be paid as a penalty)	fine R *You will have to pay a fine of £ 10*
law	law R

11.6 <u>hospital, surgery, etc.</u>, see 7.8

11.7 <u>repairs</u>

to repair	to repair P to mend R
to fasten	to fasten P
button (for fastening clothes)	button P *I've lost a button*

11.8 <u>garage</u>

garage	garage P
breakdown (= mechanical failure)	engine-trouble R trouble P *I have trouble with my car*
to help	to help P
to work (= to function)	to work P *My brakes don't work*
brake	brake P *My brakes don't work*
engine	engine P

11.9 <u>petrol station</u>

petrol	petrol P
oil	oil P
tyres	tyres P
to check (= to examine)	to check P *Will you check the tyres, please?*
standard quantity of petrol	gallon P
full	full P
empty	empty P

12. <u>Places</u>

map	map P
to lose one's way	to lose one's way P
north (= region)	north P *He lives in the north*

north (= direction)	north P *From this point you go north*
south (= region)	south P *Bournemouth is in the south*
south (= direction)	south P *Turn south when you come to the river*
east (= region)	east P *The snow came from the east*
east (= direction)	east P *We are going to travel east*
west (= region)	west P *There are beautiful beaches in the west*
west (= direction)	west P *If you drive west you cannot miss it*
point (= indication of place)	point P *Turn left at this point on the map*
straight on	straight on P
to turn (= change direction)	to turn P *Turn left at the river*
left (= position)	left P *The town is on your left*
left (= direction)	left P *Turn left at the crossing*
right (= position)	right P *The town is on your right*
right (= direction)	right P *Turn right for Liverpool*
to cross	to cross P *Cross the river at this point*
opposite (= facing)	opposite P *There is a pub opposite the town hall*
next to	next to P *There is a pub next to the town hall*
to pass (= to go past)	to pass P *You pass a big building on your right*
crossing (= place where roads or road and railway cross)	crossing P *Drive 5 miles till you come to a railway crossing*
	crossroads P *Turn left at the crossroads*
roundabout (= circular road at road junction)	roundabout R *Drive on till you come to a roundabout*
bridge	bridge P
corner	corner P
end	end P *Turn left at the end of the street*
side	side P *Put your car at the side of the road*
road	road P
street	street P

	square	square P *I live in Portman Square*
	path	path P
	direction (= course (to be) taken)	direction P *In which direction is Slough?*
		way P *Is this the way to the opera?*
	far	far P
	near (opp. far)	near P *The village is quite near*
	distance	distance P
	to follow	to follow P *Just follow me till we get to the station*
	town-hall	town-hall R *The post office is opposite the town-hall*
13	Foreign language	
13.1	ability	
	to read	to read P
	to write	to write P
	to speak	to speak P
	to understand	to understand P
	well (adv.)	well P *I cannot write English very well*
	a little	a little P
	not at all	not at all P
	easy	easy P
	simple	simple P
	difficult	difficult P
	hard	hard R *His English is hard to understand*
	difficulty	difficulty R
	to say	to say P
	to know	to know P *I don't know that word*
13.2	understanding	
	to call (= to use as a name)	to call P *What do you call this in English?*
	to be called	to be called R *What is this called in English?*
	to repeat	to say again P
		to repeat R
	slowly	slowly P *Will you speak slowly, please?*

	clear (= understood)	clear P *That's not clear to me*
	to understand	to understand P *I don't understand this word*
		to see R *I see what you mean*
	I beg your pardon. (= Will you say that again)	I beg your pardon? P
	to explain	to explain P
	to mean (Fr. signifier)	to mean P *What does this word mean?*
	to mean (= to have in mind)	to mean P *What do you mean?*
	meaning (Fr. signification)	meaning R *What's the meaning of this word?*
	to translate	to translate P
	translation	translation P
	dictionary	dictionary P
13.3	correctness	
	correct	correct R
		right P
	mistake	mistake P
	incorrect	wrong P
	to correct	to correct P *Will you correct me if I make mistakes?*
	to pronounce	to pronounce P
	pronunciation	pronunciation R
	to spell	to spell P *Will you spell that word, please?*
	spelling	spelling R *That's not the correct spelling*
	question	question P *May I ask a question?*
14	Weather	
14.1	climate	
	cold	cold P
	hot	hot P
	pleasant	pleasant P
	dry	dry P
	rainy	rainy P
	climate	climate P

14.2 weather conditions

weather	weather P
fine (= sunny)	fine P *The weather will be fine tomorrow*
bad	bad P *We have had 3 weeks of bad weather*
mild	mild R *We usually have mild weather in April*
hot	hot P
warm	warm P
cool	cool P
cold (opp. hot)	cold P *It's very cold today*
sun	sun P
moon	moon P
star	star P
sunshine	sunshine R
rain	rain P
snow	snow P
ice	ice P
wind	wind P
storm	storm R
	gale P
thunderstorm	thunderstorm P
lightning	lightning R
heat	heat R
frost	frost P
fog	fog P
	mist R
shade (area without direct sunlight)	shade P *Shall we sit in the shade?*
to rain	to rain P
to snow	to snow P
to freeze	to freeze P
to shine	to shine P
dark	dark P
light (opp. dark)	light P *It will be light soon*
degree (: temperature)	degree P *It is 10 degrees below zero*
zero (zero point on thermometer)	zero R *It is 10 degrees below zero*
temperature (degree of heat and cold)	temperature P *The temperature is too high for me*

CHAPTER 12

DEGREE OF SKILL

What we have specified so far is what the learners will be able to do at T-level. We have not yet specified how well, how correctly, how easily, etc., they will be able to do it. Unfortunately, this component cannot be specified with anything like the degree of exactness, of explicitness, with which we have dealt with the other components, unless we were to specify it in terms of a minimum score on a particular objective test. However, the provision of a test is not part of the definition of an objective. A test is simply an instrument for measuring in how far an objective has been reached. Moreover, even if we did include a sample test, it would be no more than what it is called here: a sample. Other tests constructed in the same way might require an adjustment of the minimum score; consequently we would not have defined the required degree of skill with sufficient generality. In addition, although it is possible to construct objective tests of high validity for receptive skills, oral understanding and reading, there is no such possibility for the skills of speaking and writing. For productive skills we still have to be satisfied with either global tests of reduced reliability or tests of high reliability and somewhat doubtful validity. These limitations must be borne in mind even though sample-tests for T-level will become available as part of the implementation of the unit/credit system.

In the present study, of which the aim is primarily to define the threshold-level in non-language-specific terms, and where consequently it is impossible to have recourse to a particular test, which would necessarily be language-specific, we shall have to content ourselves with an attempt to characterise, rather than define, the degree of skill required in fairly general terms. This characterisation can serve as a guideline to those who will construct tests and to those who will evaluate the scores.

In whatever way we evaluate a learner's ability the main criterion will have to be whether communication takes place. If a speaker does not succeed in making himself understood, he has not reached the objective, nor has a listener who cannot make sense of what is said to him.

A second requirement must be that communication takes place with some degree of efficiency. A speaker who, when giving information about something, has to pause after every second word in order to find a way to continue, who makes numerous grammatical and/or lexical mistakes even in short utterances, whose pronunciation does not conform to any standard his partner in the conversation may be familiar with, etc., cannot be said to communicate efficiently because he puts a great strain on those listening to him and runs the risk of losing his audience altogether. There is a similar lack of efficiency when a listener, in order to understand what is said to him, needs constant repetition or obliges a speaker to speak with unnatural slowness or to rephrase his sentences all the time so as to express himself within an inadequately narrow range of vocabulary and grammar.

Our criteria for efficiency of communication will be:

1. that as a speaker the learner can make himself easily understood by a listener with native or near-native command of the language;

2. that as a listener the learner can understand the essence of what is said to him by a speaker with native or near-native command of the language without obliging the speaker to exert himself unduly.

Both criteria apply, of course, exclusively within the behavioural specification and the content specification of the threshold-level.

At least two key-words in the formulation of the above criteria are subjective and vague: "easily" in criterion 1, and "unduly" in criterion 2. We cannot make them fully explicit, but we can at least attempt to characterise them somewhat more closely.

A speaker may be considered to make himself "easily" understood if he expresses himself:

a. at a reasonable speed,

b. with sufficient precision,

c. with reasonable correctness (grammatically, lexically, phonetically).

A listener may be considered to save a speaker "undue" exertion if he understands the essence of the speaker's utterances:

a. without frequent repetition,

b. at a speech-rate which is not below the lower range of what is "normal"

c. with an accent which is either the standard accent or a variant close to the standard accent.

These characterisations are still far from explicit, containing such terms as "reasonable", "sufficient", "frequent", "close to", etc. Nevertheless they will serve to indicate which aspects of a learner's behaviour when using the foreign language should be given special attention to in an evaluation of his degree of skill. They can be made more explicit only with reference to particular tests.

A general ability to read and to write the foreign language is not part of the T-level objective. What has been specified is a strictly limited ability. Within these strict limitations the degree of skill which will be needed is similar to that in speaking and oral understanding:

1. what the learners are expected to be able to write must be easy to read;

2. of what the learners are expected to be able to read they must understand the essence.

There are various techniques which may be used for determining in how far learners have reached the objective. We may roughly divide these techniques into two categories:

a. those which require the learners to do just what is specified in the objective,

b. those which require the learners to perform certain operations which are not specified in the objective but which, singly or collectively, can be shown to predict the learners' ability to do what has been specified in the objective.

Techniques of type a. are used in lifelike, overall tests, those of type b. in batteries of tests of sub-skills (such as vocabulary, grammar, etc.) or in tests which require the learners to perform operations which are less obviously related to the overall skill.

Overall, lifelike tests, have a high validity, i.e. they test just that which they are designed to test. Objective tests of this kind can be constructed for receptive skills, listening and reading. When speaking and writing are to be

tested in this way reliable scoring presents a problem. It is true that an acceptable degree of reliability can be achieved by a team of highly competent and well-trained judges, but, unfortunately, judges of such a high standard are not always available. Consequently, evaluation usually relies heavily on techniques of the second category. Unfortunately, these techniques, too, have more or less serious disadvantages. If exclusively batteries of tests of sub-skills are used the validity of the resulting measurements is open to doubt since neither the nature of the various components of an overall language skill nor their relative importance (weighting) is sufficiently well-known to us. If tests of less obviously related abilities are used - some of which, e.g. clozing-tests in which testees are required to complete blanks in a text, may correlate very highly with overall language-ability - the most obvious risk is that language-teaching practice may be adversely affected. If learners wish to take a test at the end of a course the techniques used in the test will almost certainly influence the nature of the instruction they get. It is therefore very important that testing-procedures should be selected which correspond very closely to what are considered to be the most useful teaching techniques. Consequently, tests of abilities which are less directly related to the objective should be avoided or at least used very sparingly. Test-batteries exclusively consisting of tests of sub-skills should be avoided as well. Ideally, only lifelike, overall tests should be used. However, practical circumstances may, and usually do, preclude this. In such cases a combination of an overall test with a battery of sub-skill tests may be an acceptable compromise.

APPENDIX 1

Lexicon for T-Level English

In the following list the items are arranged alphabetically. For those items which may belong to more than one grammatical category or which may have more than one meaning a context is provided in order to indicate the category or the meaning which falls within the T-level objective. See Appendix 2 for a more detailed account of the structural range of grammatically complex items. Each item is marked P (productive and receptive) or R (receptive) and provided with a code referring to the content-specification of chapter 11. Roman numerals refer to the divisions, Arabic numerals to the sections within each division.

a(n) *I earn £75 a week now*	P	III.3.4
a(n) *I'd like to buy a new suit* *I'll give you a pound*	P	II.1.2
able *I won't be able to come*	P	I.2.12
about *I have about £10*	P	II.2.3.1
about *I don't want to talk about the war* *What about (having) a drink?* *How about (having) a drink?* (R) *What about me?* (R)	P	I.5.1 I.5.3 II.3.6.9
above *We were flying above the clouds* *He's in the room above*	R	II.3.1.1
abroad *Are you going abroad this year?*	R	III.5.2
accept *I cannot accept (this)*	P	II.2.4.3.4
accident *I had a bad accident yesterday*	P	III.7.3
account *I have an account with the Midland Bank* *The price of the meal will be put on your account*	P	III.5.9 III.11.4
-ache *I have a headache*	R	III.7.3
across *We walked across the street*	R	II.3.1.3
active *He is a very active person*	R	III.1.15
actor	P	III.4.4
actress	P	III.4.4

address *My address is 15 Church Road, Cricklewood*	P	III.1.2
adult *I am learning English at an institute for adult education* *We are two adults and three children*	P	III.8.1 III.5.12
advertisement	P	III.4.9
aeroplane	R	III.5.4
afraid *I'm afraid* *I'm afraid I cannot help you*	P	I.3.10 I.2.5
Africa	P	III.5.3
after *John came after I had left*	P	II.3.2.2
after *John came after Peter* *John came after 6 o'clock*	P	II.3.1.5 II.3.2.2
afternoon *Good afternoon !* *This afternoon ....* *We went to the afternoon performance*	P	I.6.1 II.2.2.4 III.4.4
afterwards *I'll do it afterwards*	R	II.3.2.2 II.3.2.3
again *Will you say that again?*	P	II.2.2.12 III.13.2
again and again	R	II.2.2.12
against *We stood against the wall* *He's against me* (R)	P	II.2.4.3.4 II.3.1.1
age *What's your age?*	R	III.1.5
ago *4 days ago*	P	II.2.2.4
agree *I agree*	P	I.2.1
airline	R	III.5.4
airport	P	III.5.4
alive *The patient is still alive*	P	III.7.3
all *They all went home* *I want all of it*	P	III.1.2
all *I've lost all my money* *All the shops are closed*	P	II.2.3.2

allow *Are you allowed to stay here?*	P	I.2.23
almost	P	II.2.3.3
along *Walk along this street, then turn left*	R	II.3.1.3
along *Why don't you come along?*	R	II.2.2.2
already *I have already done it*	P	II.3.2.1
also *John will also come*	P	II.3.6.1 II.3.6.3
always	P	II.2.2.7 II.2.2.10
a.m. *It's 3 a.m.* *The train leaves at 3 a.m.*	R	II.2.2.4
ambulance	R	III.7.8 III.7.9
America	P	III.5.3
among *We found a ring among the flowers*	R	II.3.1.1
and	P	II.3.6.1
animal	P	III.2.8
another *Give me another cup of tea; I always have two* *Give me another book; I don't like this one*	P	II.2.3.1 II.3.4.1
answer *Have you received an answer to your letter?*	P	III.6.3
answer *Has he answered your letter?*	R	III.6.3
antique *This is an antique table*	R	III.4.8
any *Have you any sugar?* *I have not any money*	P	II.2.3.2
anybody *Can anybody help us?*	P	II.1
anyone *I have not seen anyone*	P	II.1
anything *Anything else, sir?*	P	II.1
anywhere *I have not seen it anywhere*	P	II.2.2.1
apartment	R	III.2.1
apologize *I do apologize*	R	I.4.1
apple	P	III.10.1
apply *I am going to apply for a job next year*	P	III.3.6

appointment *What time is your appointment?* *Can we make an appointment for next week?*	R	III.6.2 III.7.8
arithmetic	R	III.8.2
arm *I cannot move my arm*	P	III.7.1
army *I am in the army*	P	III.1.10
April	P	II.2.2.4 III.1.4
arrival	R	III.5.4
arrive *The train arrived at 11*	P	II.2.2.2 III.5.1 III.5.4 III.11.3
art	P	III.4.7
article *There's an article about Wales in the Daily Telegraph*	P	III.4.9
as *As you cannot come, we'll have to go without you*	R	II.3.6.4
as *He works as a driver*	R	II.3.3.8
as .... as *He is as big as his brother*	R	II.3.4.2
as well as .... *I have bought a new car as well as a motorcycle*	R	II.3.6.1
ashtray	P	III.9.4
Asia	P	III.5.3
ask *Why don't you ask him?* *May I ask a question?* *I asked for a single ticket*	P	III.5.4
at *We'll wait at the station* *I bought this book at Colchester*	P	II.3.1.1
at *At 4 o'clock*	P	II.2.2.4
at least *I need at least £ 5*	P	II.2.3.2
at present	P	II.3.2.6
August	P	II.2.2.4 III.1.4
Australia	P	III.5.3
autumn	P	III.5.2

away *He walked away* *Go away from that car!*	P	II.2.1.2 II.3.1.3
baby	P	III.1.12
back *Finally we went back*	P	II.3.1.3
back *I'd like 2 seats at the back* *Have you any back seats left?*	P	III.4.4
back *My back hurts*	P	III.7.1
bacon	R	III.10.1
bad *This meat has a bad smell* *The weather is very bad*	P	II.2.4.1.9 II.2.4.1.10 II.2.4.3.2 III.1.15 III.14.1
bag *I have two bags and one suitcase*	P	III.5.13
baggage	R	III.5.13
bake	R	III.10.1
baker	P	III.1.10 III.9.1
balcony *I want a room with a balcony*	P	III.5.9
ball *If we had a ball we could play a game*	P	III.4.5
ballet	R	III.4.4
bandage *I need a bandage for this wound*	P	III.7.3
bank *You can cash your traveller's cheques at any bank*	P	III.11.4
bank-notes	R	III.9.7
bar *Whisky is served at the bar* *Let's go to the bar for a drink*	P	III.5.4 III.10.2
basement	R	III.2.2
bath *The bath is upstairs*	P	III.2.6
bathroom	P	III.2.2
be *He is a nice boy* *How are you?* *I'm fine, thank you, how are you?*	P	I.1.1 I.6.2

be	P	II.2.1.1 II.2.1.3
There is no word for it *There is no water in this room*		
be	P	III.2.4 III.9.7
The room is £10 per week *These shoes are £23*		
be *I am from Holland* *Where are you from?*	P	III.1.9
be *John was reading when I saw him*	P	II.2.2.8
be	R	II.3.3.1 II.3.3.2 II.3.3.3
This castle was built in the 13th century *John was given a book for his birthday*		
be born *I was born in 1925*	P	III.1.4
be called *He is called Pete*	P	III.1.1
be going to (future; intention)	P	I.3.16 II.3.2.5
It's going to rain *I'm going to help you*		
beach *We walked on the beach*	P	III.2.7
beans	R	III.10.1
beautiful *The mountains are very beautiful*	P	III.2.7
because	P	II.3.6.4 II.3.6.6
I need a pen because I want to write a letter		
become	P	II.2.2.17 III.3.6
Sugar has become very expensive *I may become a doctor*		
bed	P	III.2.3
bedroom	P	III.2.2
beef	R	III.10.1
beer	P	III.10.1
before	P	II.3.1.5 II.3.2.1
John came before Peter *John came before 6 o'clock*		
before *There was a tree before the house*	R	II.3.1.1
before *John came before I had left*	P	II.3.2.1
before *I have never done it before*	P	II.3.2.1

begin	R	II.2.2.14 III.3.3
He began to speak *It began in 1940* *We begin the day at 8 a.m.*		
behind *There's a tree behind the house*	P	II.3.1.1
believe *I (don't) believe you* *I (don't) believe that this is true*	R	I.2.16
believe in *Do you believe in God?*	P	III.1.13
belong *This book belongs to me*	R	II.3.5.1
below *We were flying below the clouds*	R	II.3.1.1
beside *Come and sit beside me*	R	II.3.1.1
best *This is the best book I have ever read*	P	II.2.4.3.2
better	P	II.2.4.3.2 II.2.4.3.7
This book is much better than that *Your English is much better now*		
between	P	II.3.1.1 II.3.1.5
We have a holiday between Christmas and Easter *He walked between two policemen*		
bicycle	P	III.5.5
big	P	II.2.2.3 III.5.3
bike	R	III.5.5
bill	P	III.5.9 III.10.2
Can you give me my bill, please?		
bird	P	III.2.8
birth	R	III.1.4
birthday *When is your birthday?*	R	III.1.4
a bit *He is a bit tired*	R	II.2.3.3
bitter	P	II.2.4.1.9 III.10.1
black *This is a black box*	P	III.9.3
blanket	P	III.2.3
blouse	P	III.9.3
blue *I want a blue dress*	P	III.9.3

blue zone *In the blue zone you can park for one hour only*	R	III.5.5
board *The passengers will board the ship between 4 and 4.30*	R	III.5.4
boarding-house	R	III.5.9
boarding-pass	R	III.5.4
boat	P	III.5.4
boil *I want boiled potatoes*	R	III.10.1
book *I want to buy an English book*	P	III.4.6
book *I have booked two rooms for tonight* *Where can I book seats for tonight?*	P	III.4.4 III.5.9
booking-office	R	III.4.4
bookshop	R	III.4.6
borrow	P	III.11.4
boss	P	III.3.3
both *They both went home* *I want both of them*	P	II.1.2
both *Both the shops are closed*	P	II.2.3.2
bottle *I'd like a bottle of beer*	P	III.9.5
bottom *We could see the bottom of the lake*	P	III.2.7
box *Can you give me a box for these glasses?*	P	III.5.13
boy	P	III.1.6
brake *My brakes don't work*	P	III.11.8
bread	P	III.10.1
break *He has broken his leg*	P	III.7.3
breakfast *We have breakfast at 8*	P	III.6.2
bridge *There's no bridge across the river*	P	III.12.1
bring *Bring me some water*	P	II.3.1.3
brother	P	III.1.12
brown	P	III.9.3
brush *Give me a brush for my clothes, please*	P	III.7.6

building *I have an apartment in a big building*	P	III.2.1
burn *I have burnt my hand*	P	III.7.3
bus	P	III.5.4
business *I am in business*	P	III.1.10
business-man/woman	R	III.1.10
bus stop	P	III.5.4
busy *We are very busy in our office*	P	III.3.3
busy *Drive carefully, this is a very busy street*	R	III.5.5
but *I want a new car, but I have no money*	P	II.3.6.1
butcher	P	III.1.10 III.9.1
butter *I would like some bread and butter*	P	III.10.1
button *I've lost a button*	P	III.11.7
button *Press the button for the 3rd floor*	R	III.5.9
buy	P	III.1.10 III.2.1 III.2.4 III.5.4 III.9.1
by *He'll be here by 6 o'clock*	R	II.2.2.4
by *This letter was written by Churchill*	R	II.3.3.1
by *We'll travel by air/car/bus/train*	P	III.5.4
bye-bye	R	I.6.4
cabaret	P	III.4.4
cabbage	R	III.10.1
café	R	III.10.2
cake	P	III.10.1
call *We call him Pete* *What do you call this in English?* *He's called Pete* *What is this called in English?* (R)	P	III.1.1 III.13.1 III.13.2
call (= to wake) *Please, call me at 6 tomorrow morning*	P	III.5.9

call (= to telephone) *I'll call you at 5 o'clock*	R	III.1.3 III.11.2
call *I want to make a (phone)-call*	R	III.1.3 III.11.2
call-box	R	III.11.2
camera	P	III.5.13
camping-site	P	III.5.9
can (ability, capability, capacity, offering help)	P	I.2.5 I.2.7 I.2.12 I.2.13 II.2.4.3.10
can (possibility)	P	I.2.10 I.2.11 II.2.1.4
can (permission)	R	I.2.22
canal	R	III.2.7
cancel *All services to Southend have been cancelled for today*	R	III.5.4
canteen	R	III.3.3 III.10.2
capital *London is the capital of England*	R	III.5.3
car *I always travel by car in my holidays*	P	III.5.5
caravan *Can your car pull this caravan in the mountains?*	P	III.5.9
care *I don't care*	R	I.4.8
careful *Be careful!*	P	I.5.5
car park	R	III.5.5
carriage *Where is the first class carriage?*	R	III.5.4
carry *Can you carry this heavy suitcase for me?*	P	III.5.13
cash *Can you pay cash?*	R	III.9.1
cash *I want to cash this cheque*	P	III.11.4
castle	R	III.5.3
cat	P	III.2.8
cathedral	R	III.1.13
cellar	P	III.2.2
centimetre	P	II.2.2.3 III.9.8

central heating	P	III.2.5
centre	P	III.4.4 III.5.3
I'd like to sit somewhere in the centre *The best shops are in the centre of the town*		
century	R	II.2.2.4
certain *I am not certain* *I am certain that this is wrong*	R	I.2.16
certainly	R	I.2.1 I.2.16
Will you help me? Certainly *I certainly think that you are right*		
certificate	R	III.8.3
chair	P	III.2.3
change *The country has changed since the war*	P	II.2.2.17
change	P	III.5.6 III.11.4
I want to change 500 French francs		
change *For Leeds you change at Sheffield*	P	III.5.4
change *I want to change this shirt; it is not the right colour*	P	III.9.1
charge *The charge for caravans is £1 per 24 hours*	R	III.5.9
charter-flight	R	III.5.4
cheap	P	III.5.1 III.5.12 III.9.7
check *Will you check the tyres, please?*	P	III.11.9
check in *All passengers must check in at least 30 minutes before departure*	R	III.5.4
cheerio	R	I.6.4
cheers	P	I.6.6
cheese	P	III.10.1
chemist	P	III.7.8
cheque *I'll give you a cheque for £25*	P	III.5.9 III.11.4
chicken	P	III.10.1
child	P	III.1.7 III.1.12 III.5.12
chips *Would you like fish and chips?*	R	III.10.1

chocolate *I'll have chocolate ice-cream* *Can I have a piece of chocolate?*	P	III.10.1
choose *Have you chosen something from the menu*	P	III.10.2
Christian name	R	III.1.1
Christmas	P	III.5.2
church	P	III.1.13
cigar	P	III.9.4
cigarette	P	III.9.4
cinema	P	III.4.4
city *Coventry is an industrial city*	R	III.5.3
class *Travelling first class is very expensive in our country*	P	III.5.12
classical *Classical music is more popular now than 10 years ago*	P	III.4.3
clean *This shirt is not clean*	P	III.7.6
clean *My rooms are cleaned twice a week*	P	III.2.5 III.2.6
clear *That's not clear to me*	P	III.13.2
clerk	R	III.1.10
climate	P	III.14.1
cloakroom	R	III.4.4
close *The exhibition closes at six*	P	III.4.8
closed *The museum is closed on Sundays*	P	III.4.8
clothes	P	III.9.3
club *We have a sports-club in our village*	P	III.6.4
coach *We'll take the coach to the airport*	R	III.5.4
coast	R	III.2.7
coat *I want to buy a new coat*	P	III.9.3
coffee *Let's have some coffee*	P	III.10.1
coin *I have no coins for the telephone*	P	III.9.7 III.11.2
cold *It's very cold today*	P	II.2.2.3 III.10.1 III.14.1 III.14.2

cold *I am afraid I have a cold*	P	III.7.3
colleague	P	III.3.3
collect *I collect stamps*	P	III.4.1
collection *The next collection is at 5 o'clock*	R	III.11.1
college *I'll go to a college for business studies*	R	III.8.1
colour *I'd like to see the programme in colour*	P	III.4.3
comb *I want to buy a new comb*	P	III.7.6
come *He came very late* *He came to our house* *This boat comes from Ostend*	P	II.2.2.2 III.5.4 III.6.2
come and see .... *Why don't you come and see us tomorrow?*	R	III.6.2
comfortable *I am quite comfortable now* *The chair is not very comfortable*	P	III.7.4
communist *I am a member of the communist party* *Are there many communists in your country?*	P	III.6.5
company *I work for a company in Berlin*	R	III.1.11
concert *Let's go to a concert tonight*	P	III.4.4
concert-hall	R	III.4.4
connection *We shall miss our connection at Liverpool*	R	III.5.4
conservative *We have a conservative government now*	P	III.6.5
consul	P	III.7.9
consulate	R	III.7.9
cool *The weather is rather cool here*	P	II.2.2.3 III.14.2
corner *There is a bus-stop near the corner*	P	III.12.1
correct *Is this word correct?*	R	II.2.4.3.7 III.13.3
correct *Will you correct me if I make mistakes?*	P	III.13.3

correspond *I have corresponded with an English friend for two years*	R	III.6.3
cost *These shoes cost £23* *A ticket to London costs £1.50*	R	III.2.4 III.5.1
cotton *I want a cotton dress* *This dress is made of cotton*	R	II.2.4.1.16 III.9.3
could (suggestion; see also: can) *We could go to the seaside tomorrow*	P	I.5.1
country *France is a big country*	P	III.1.2 III.5.3
country *I'd like to live in the country, but I have not got the money for a second house*	P	III.2.7
course *I had to follow a course in book-keeping*	P	III.3.5 III.5.1 III.8.1
cow	R	III.2.8
cream	R	III.10.1
cross *Look out when you cross the street* *Cross the river at this point*	P	III.5.5 III.12.1
crossing *Look out for trains when you come to the crossing*	P	III.5.5 III.12.1
crossroads *Turn left at the crossroads*	P	III.12.1
cup	P	III.9.5
cupboard	R	III.2.2
currency	R	III.5.6 III.11.4
customs *We had to pay duty at the customs*	P	III.5.6
cut *I have cut my finger* *Will you cut my hair, please?*	P	III.7.3 III.7.6
daily *There is a daily flight to Montreal*	R	II.2.2.7
dance *Our friends give a dance tonight*	R	III.4.4
dance *I'd like to dance*	P	III.4.4

dancer	R	III.4.4
danger	R	III.5.5
dangerous	P	III.5.5
dark	P	II.2.4.1.6 III.14.2
It is too dark to work in the garden		
dark *I want a dark blue skirt*	P	III.9.3
date *What's the date today?*	P	III.1.4
daughter	P	III.1.12
day	P	II.2.2.5 III.2.4 III.5.2
dead	P	III.7.3
dear *Dear Mr. Jones*	P	III.6.3
December	P	II.2.2.4 III.1.4
decide *Have you decided yet?*	R	III.10.2
declare *Have you anything to declare?*	R	III.5.6
deep *This is a very deep river*	P	III.2.7
degree	P	II.2.2.3 III.14.2
It is 10 degrees below zero		
delay	R	II.3.2.9 III.5.4
There will be a delay of 2 hours		
delayed	R	II.3.2.9 III.5.4
The train is delayed		
delighted *I am delighted to hear this*	R	I.3.15
dentist	P	III.7.8
department store	R	III.9.1
departure	R	III.5.4
desk *Please, leave your key at the desk*	R	III.5.9
dessert	P	III.10.1
dial *Dial 001 for the operator*	R	III.11.2
dictionary	P	III.13.2
differ	R	II.3.4.1 II.3.4.2
difference	R	II.3.4.1 II.3.4.2

different *England is quite different from Holland*	P	II.3.4.1 II.3.4.2
difficult	P	III.13.1
difficulty	R	III.13.1
dine *We dine at 6*	R	III.6.2
dinner *We have dinner at 6*	P	III.6.2
diploma	P	III.8.3
direction *In which direction is Slough?*	P	III.5.4 III.12.1
dirty	P	III.7.6
discount	R	III.9.7
disease	R	III.7.3
dish	R	III.9.5
dislike *I dislike his brother*	R	III.1.14 III.6.1
distance	P	III.12.1
disturb *Please, do not disturb*	R	III.5.9
do *Do you know him?* *I don't know him*	P	I.1.3 I.1.4
do *He asked me to help him and I did*	P	II.1
do *What do you like to do in the evenings?*	P	III.1.14 III.4.5
do *That will do*	R	II.2.4.3.5
doctor *If you don't feel well you should go to the doctor*	P	III.1.10 III.7.8
document *Where are your insurance documents?*	R	III.5.10
dog	P	III.2.8
door	P	III.2.2
down *We walked down the hill*	R	II.3.1.3
down *Shall we walk down?*	R	II.3.1.3
downstairs *Let's go downstairs and watch television* *The kitchen is downstairs*	R	III.2.2
draw *The game has ended in a draw*	R	III.4.5

dress *I want to buy a new dress*	P	III.9.3
drink *You cannot drink this water*	P	III.10.1
drink *Let's have a drink*	P	III.6.2 III.10.1
drive *I never drink beer when I have to drive a car*	P	III.5.5
driver	R	III.5.5
driving-licence	R	III.5.5 III.5.10
dry *My shirt is not quite dry* *This is a very dry country*	P	II.2.4.1.5 III.14.1
dry *Where can I dry my clothes?*	P	II.2.4.1.5
during *We met him during the holidays*	R	II.2.2.4
duty *You'll have to pay duty on your new watch*	R	III.5.6
each *Ten pence each* *Each of us got one*	P	II.1.2
each *Each room is the same*	P	II.2.3.2
early *You are early* *There is an early flight on Sundays* *You came too early* *I have to leave very early in the morning*	P	II.3.2.10 III.5.1
earn *I earn £75 a week now*	P	III.3.4
east *The snow came from the east* *We are going to travel east*	P	III.12.1
Easter	P	III.5.2
easy	P	III.13.1
eat	P	III.10.1
education	P	III.8.1
egg	P	III.10.1
electricity	P	III.2.5
else *Anything else?*	P	II.3.4.1
embassy	R	III.7.9
emergency *There are five emergency exits in the theatre*	R	III.4.4

employer	R	III.1.11
empty *The bus was empty*	P	III.11.9
end *Turn left at the end of the street*	P	III.12.1
end *In the end we shall win*	R	II.3.2.3
end *The game will end at 4*	R	II.2.2.15
engine	P	III.11.8
engine trouble	R	III.11.8
enjoy *Did you enjoy your vacation?* *Did you enjoy yourself?* *Do you enjoy travelling?*	R	I.3.1 I.3.2 I.3.3 III.5.2
enough *It's enough* *I haven't got enough money* *This is good enough*	P	II.2.3.2 II.2.3.3 II.2.4.3.5 III.9.8
enquiries	R	III.5.4
entrance *There were hundreds of people before the entrance of the theatre*	R	III.4.4
entrance examination	R	III.8.3
envelope	P	III.6.3
even *I've even paid £ 5*	P	II.2.3.3
evening *Good evening!* *We'll do it this evening*	P	I.6.1 II.2.2.4 III.4.4
evening class	R	III.5.1
ever *Have you ever been to Rome?*	P	II.2.2.7
every *We see him every week*	P	II.2.2.7
everybody	P	II.1
everyone *Everyone believes that*	P	II.1
everything	P	II.1
everywhere	P	II.2.2.1
Europe	P	III.5.3
examination *I passed my examination last year*	P	III.8.3

excellent!	R	I.4.3
except *We all went, except John*	R	II.3.6.3
excuse *Excuse me, please*	P	I.4.1 I.6.5
exhibition	R	III.4.8
exist	P	II.2.1.1
exit *The exit is next to the stage*	R	III.4.4
expect *We shall expect you at 5*	R	III.6.2
expensive	P	III.9.7 III.5.1
explain	P	III.13.2
f. (= female: writing only)	P	III.1.6
factory *I work in a factory*	P	III.1.10 III.2.7
fail *I tried to do it, but I failed* *I failed my driving-test twice*	P	II.2.4.3.8 III.8.3
fall *Be careful or you will fall on the ice*	P	III.7.3
fall *He fell ill three days ago*	R	III.7.3
false	R	II.2.4.3.7
family (= children; parents and children)	R	III.1.7 III.1.12
family name	R	III.1.1
fancy *Fancy seeing you there!*	R	I.3.4
far *We live far from the town* *The museum is not far*	P	II.3.1.2 III.12.1
fare *The fare is 15 p. by underground*	R	III.5.1
farm *I work at a farm*	P	III.1.10 III.2.7
farmer	R	III.1.10
farmland	R	III.2.7
fast *We went very fast* *This is a very fast car* *There is a fast train to Edinburgh*	P	II.2.2.6 II.3.3.8 III.5.4

fasten	P	III.11.7
father	P	III.1.12
February	P	II.2.2.4 III.1.4
feel *I don't feel quite well*	P	III.7.3
female *A daughter is a female child*	R	III.1.6
ferry *We take the ferry to Dover*	R	III.5.4
fever	P	III.7.3
few *There are only few people here*	P	II.2.3.2
a few *I know a few good restaurants here*	P	II.2.3.2
field *He is working in the fields* *There were 22 players in the field*	P	III.2.7 III.4.5
fill *This tooth was filled six months ago*	P	III.7.8
film *I'd like to see a film*	P	III.4.4
final examination	R	III.8.3
finally *Finally we went back*	P	II.3.2.3
find *Where can I find a tobacconist?* *I cannot find my purse*	P	III.9.1
fine *The weather will be fine tomorrow*	P	III.14.2
fine *That's fine!*	P	I.4.3 II.2.4.3.4
fine *You will have to pay a fine of £ 10*	R	III.5.5 III.11.5
finish *When will he finish?*	R	II.2.2.15 III.3.3
fire *My sister died in a fire*	P	III.7.9
fire-service	R	III.7.9
firm *He has been with the firm for 12 years now*	R	III.1.11
first *John came first* *First we went to Madrid*	P	II.3.1.5 II.3.2.3

first name *His first name is Charles*	P	III.1.1
fish *We had fish for dinner*	P	III.10.1
fish *I like to go fishing*	R	III.4.1
flat *We own a flat in London*	P	III.2.1
flat *Our part of the country is quite flat*	P	III.2.7
flight *I hope you have enjoyed your flight* *Flight KL 173 has just arrived*	R	III.5.4
floor *The bedrooms are on the first floor*	P	III.2.2
floor-show	R	III.4.4
flower *I've brought you some flowers*	P	III.2.8
fly *We'll fly from London to Paris*	P	III.5.4
fly *There's a fly in your soup*	P	III.2.8
fog	P	III.14.2
follow *Just follow me till we get to the station*	P	III.12.1
fond *My sister is fond of sweets*	R	III.1.14
food	P	III.10.1
foot *My foot hurts*	P	III.7.1
foot *The road is 20 ft. wide*	P	II.2.2.3 III.9.8
football	P	III.4.5
for *He is leaving for Rome*	R	II.3.1.3
for *I've waited here for 2 hours*	P	II.2.2.5 II.2.2.11
for *I want to buy a present for my wife*	P	II.3.3.5
forbid	R	I.2.24
foreign *We have a foreign guest* *We often go to foreign countries*	P	III.1.8 III.5.2 III.5.6
foreigner	P	III.1.8
forename	R	III.1.1
forest	P	III.2.7

forget *I have forgotten to bring my glasses*	P	I.2.8
forgive *Please forgive me*	R	I.4.1
fork	P	III.9.5
form *All foreign visitors must fill in this form*	R	III.5.6
formerly	P	II.3.2.7
free *We get a free meal every day*	P	III.3.3
free *We are free on Saturdays*	P	III.3.3
freeze *It was freezing last week*	P	III.14.2
Friday	P	II.2.2.4
fridge	R	III.2.6
friend	P	III.6.1
from *I lived here from 1940 till 1945*	P	II.2.2.14
from *The wind is from the east* *We came from London*	P	II.3.1.3 II.3.1.4
front *Can I have two seats in the front?* *Can I have a front seat?*	P	III.4.4
in front of *There's a tree in front of the house*	P	II.3.1.1
frontier	P	III.5.6
frost	P	III.14.2
fruit	P	III.10.1
fruit-juice	P	III.10.1
fry *Would you like fried potatoes?*	R	III.10.1
full *The bus is full of children* *The train is quite full*	P	III.11.9
furnished *We have rented a furnished apartment*	R	III.2.1
furniture	R	III.2.3
gale	P	III.14.2
gallery *We went to a picture gallery yesterday*	R	III.4.8
gallon	P	II.2.2.3 III.9.8 III.11.9
game *Do you play any games?*	P	III.4.5

garage *There's a garage behind the house* *Where is the nearest garage?*	P	III.2.6 III.11.8
garden *There's a garden behind our house*	P	III.2.2 III.2.6
gas *We have gas heating* *I can smell gas*	P	III.2.5
gate *Flight KL 735 to Amsterdam is boarding now through gate 23*	R	III.5.4
gentlemen (as on lavatory doors)	R	III.1.6
geography	P	III.8.2
get *He's getting old*	R	II.2.2.17
get (see also: have got) *I got a nice present from him* *Did you get a letter yesterday?*	R	II.3.5.1 III.6.3
get up *I got up at six*	P	III.7.2
girl	P	III.1.6
give *I gave him a nice present*	P	II.3.5.1
glad *I shall be very glad to help you* *I am very glad to see you*	P	I.2.4 I.3.15
glass *Is this made of glass or of plastic?*	P	III.9.5
glass *I want to buy wine glasses*	P	III.9.5
glasses *I cannot read; I've lost my glasses*	P	III.7.8
go *Why did you go?* *He went to London* *Where does this train go (to)?*	P	II.2.2.2 III.5.4
go *The car would not go*	P	II.2.2.2
go *Let's go sailing*	P	II.2.2.14
go away *Why did you go away?*	P	II.2.2.2
go for a walk	R	III.4.1
go on *It will go on for five years*	P	II.2.2.8

go out *When we were in Paris we went out every evening*	P	II.2.2.2 III.4.4
God	P	III.1.13
gold *I have bought a gold watch* *This watch is made of gold*	P	II.2.4.1.16
good *This is a very good book* *Good!*	P	I.3.1 I.4.3 II.2.4.3.2
good-bye	P	I.6.4
govern *This king governed for 26 years*	R	III.6.5
government	P	III.6.5
grandchild	R	III.1.12
grandfather	R	III.1.12
grandmother	R	III.1.12
grass	P	III.2.8
grateful *I am very grateful to you*	R	I.3.14
green *I've bought a green suit*	P	III.9.3
greengrocer	P	III.1.10 III.9.1
grey	P	III.9.3
grill *We'll have grilled sausages*	R	III.10.1
grocer	P	III.1.10 III.9.1
ground *There's a football ground near the village*	R	III.4.5
ground-floor	P	III.2.2
group *We went to Scotland with a group of friends*	P	III.5.2 III.5.12
guest	P	III.5.9
guide *The guide spoke several languages*	R	III.5.2
hair	P	III.7.1
half *It's half past three*	P	II.2.2.4
half *Give me half of it* *Give me the other half* *I want half a bottle*	P	II.2.3.2

hall *We shall wait for the coach in the hall*	R	III.5.9
hallo	P	I.6.1
ham *Would you like ham and eggs?*	R	III.10.1
hand *I've hurt my hand*	P	III.7.1
happen *What happened?*	P	II.2.1.5 III.7.3
harbour *The ship came into the harbour*	R	III.5.4
hard *We have to work very hard in December*	P	III.3.3
hard *His English is hard to understand*	R	III.13.1
hard *This leather has become hard*	P	II.2.4.1.11
hardly *This is hardly correct*	R	II.2.3.3
hardly any *I have hardly any money*	P	II.2.3.2
hardly ever *I hardly ever see him*	P	II.2.2.7
hat	P	III.9.3
hate *I hate porridge* *I hate watching television* *I would hate to go there*	R	I.3.2 III.1.14
have *I have a nice house in the country* *I have plenty of time*	P	II.2.1.3
have *I haven't seen you for a long time*	P	II.2.2.8 II.3.2.1
have (undesirability) *We cannot have that*	R	II.2.4.3.6
have (causative) *Can I have my skirt washed, please?*	P	I.5.2
have *We have breakfast at 8* *Let's have coffee now*	P	III.6.2
have got *I have got a small caravan*	P	II.2.1.3 II.3.5.1
have to *I have to finish this first*	P	I.2.18
he	P	I.1.1 II.1.2

head *My head hurts*	P	III.7.1
health	R	III.7.3 III.7.8
hear	P	II.2.4.1.8 III.7.5
I am afraid I cannot hear very well *Can you hear me now?* *I cannot hear it*		
heart	P	III.7.1
heat	R	III.14.2
heating *We have no heating in this room*	P	III.2.5
heavy	P	II.2.2.3 III.5.13 III.9.8
This blanket is too heavy		
help *Can you help me please?*	P	III.11.8
help yourself	R	III.10.2
her *I've seen her*	P	II.1
her	P	II.1 II.3.5.1
Give me her book		
here	P	II.2.1.2 II.2.2.1
here's to .... *Here's to your vacation!*	P	I.6.6
hers	P	II.1 II.3.5.1
This is hers *Hers is better* (R)		
herself *She's done it herself*	R	II.1
high	P	II.2.2.3 III.2.7 III.9.7
This mountain is very high *Prices are very high in this country*		
hill	P	III.2.7
him	P	II.1
himself *He's done it himself*	R	II.1
hire *We shall hire a car when we come to Britain*	P	III.5.5
his	P	II.1 II.3.5.1
Give me his book		

his	P	II.1 II.3.5.1
It's his *His is better* (R)		
history *I like history-lessons very much*	P	III.8.2
hobby	P	III.4.1
holiday	R	III.5.2
holidays	P	III.3.3 III.5.2
home	P	II.2.2.2 III.5.1
I go home at 6 *I leave home at 6 in the morning* *I come home at 9 in the evening*		
hope *I hope so* *I hope that you'll win*	P	I.3.5
horse	P	III.2.8
hospital	P	III.1.10 III.7.8
I work in a hospital		
hostess *There are hostesses at the airport who will give you further information*	R	III.5.4
hot	P	II.2.2.3 III.10.1 III.14.1 III.14.2
hotel	P	III.5.9
hour	P	II.2.2.5 III.3.3
We work 41 hours a week		
house *We've bought a new house*	P	III.2.1
how	P	I.1.4 I.3.4 II.3.3.8
How nice! *How can I do it?* *How far is it?*		
how do you do?	P	I.6.3
hunger	R	III.7.4
hungry	P	III.7.4
hurry *Hurry, or you will miss your train*	P	III.5.4
hurt *My leg hurts* *This will hurt a little*	P	III.7.3
husband	P	III.1.7 III.1.12
I	P	I.1.1 II.1

ice *There is ice on the lake*	P	III.14.2
ice-cream	P	III.10.1
if *I'll help you if I can*		II.3.6.8
if *Ask him if there is a plane to London* *I wonder if you could help me*	P	I.1.2 I.2.16
ill *I have been ill for a week now*	P	III.7.3
illness	R	III.7.3
immigration	R	III.5.6
import *If you want to import wine you must pay duty*	R	III.5.6
important	P	II.2.4.3.11
impossible *It's impossible*	P	I.2.10 II.2.1.4
in *I'm leaving in 4 days*	P	II.2.2.4 II.3.2.5
in *I live in London* *The letter was in the envelope*	P	II.3.1.1
in *Shall we go in?*	P	II.3.1.3
inch	P	II.2.2.3 III.9.8
included *Water is included in the rent*	R	III.2.4
income	R	III.3.4
incorrect *That's incorrect*	R	I.2.1 II.2.4.3.7
indeed *Thank you very much indeed*	P	I.3.14
industry *There's too much industry near this lake*	R	III.2.7
information	P	III.5.4
information desk	R	III.5.4
information office	R	III.5.4
initials *Are your initials G.B.S.?*	R	III.1.1
injury	R	III.7.3
inn	R	III.5.9
insect	P	III.2.8

inside *I have never been inside this museum*	R	II.3.1.1
inside *Put the car inside*	P	II.2.2.1
institute	R	III.8.1
insurance	P	III.5.5 III.5.10 III.7.7
insure	P	III.7.7
intend *I intend to study English*	P	I.3.16
interested *I am interested in foreign countries*	P	III.4.2
interesting	P	III.4.8
interests *What are your interests?*	R	III.4.2
interval *We'll have a cup of coffee during the interval*	R	III.4.4
interview *There is an interview with the Prime Minister on the radio*	R	III.4.3
into *Let's go into the museum*	P	II.3.1.3
introduce *May I introduce you to .....*	R	I.6.3
invitation	R	III.6.2
invite *They have invited us for dinner tonight*	R	III.6.2
island	P	III.2.7
it *It is a very nice picture* *I have never seen it before*	P	I.1.1 II.1
it *It rains*	P	II.1
jacket	P	III.9.3
jam *I like jam for breakfast*	P	III.10.1
January	P	II.2.2.4 III.1.4
job	P	III.1.10
join *May I join you for dinner?* *Will you join us on our trip tomorrow?*	P	III.6.2
journey *We made a journey to Spain last year*	P	III.5.2
July	P	II.2.2.4 III.1.4

June	P	II.2.2.4 III.1.4
just *I've just seen him*	P	II.3.2.7
keep *May I keep this?*	P	II.3.5.1
key	P	III.5.9
kill *Three people were killed in the accident*	R	III.7.3
kilo	P	II.2.2.3 III.9.8
kilometre	P	II.2.2.3 III.9.8
kind *It's very kind of you to help me* *He is a very kind man* *Would you be so kind as to ..... (R)* *Would you be kind enough to .... (R)*	P	I.3.14 I.5.2 III.1.15
king	P	III.6.4
kitchen	P	III.2.2
knife	P	III.9.5
know *I don't know that word*	P	III.13.1
labourer	R	III.1.10
ladies (as on lavatory doors)	R	III.1.6
lake	P	III.2.7
lamb *We'll have lamb for dinner*	R	III.10.1
lamp	P	III.2.3
land *When the plane flew very high we could not see the land*	P	III.2.7
language *English is a very useful language*	P	III.5.8
large	R	II.2.2.3 III.5.3
last *I saw him last week (month, year, etc;)*	P	II.3.2.7
last *Peter came last* *The last guest arrived at 10*	P	II.3.1.5
late *We'll have to hurry, we are late* *We came late for the show* *I always come home late at night*	P	II.3.2.11 III.5.1
lately	R	II.3.2.7
later *The train will come later*	P	II.3.2.9

later on *I'll do it later on*	P	II.3.2.2 II.3.2.3
laugh *I had to laugh*	P	III.7.4
laundry *Has the laundry come back yet?*	R	III.7.6
laundry *Is there a laundry in the neighbourhood?*	R	III.7.6
lavatory	R	III.2.2 III.4.4
law *It is against the law to do this*	R	III.11.5
lazy	R	III.1.15
lbs	P	II.2.2.3 III.9.8
learn	P	III.3.5 III.3.6 III.4.6 III.8.1
leather *I've bought a leather jacket* *These gloves are made of leather*	P	II.2.4.1.16 III.9.3
leave *We left the station at 10* *I leave home at 6 every morning* *At what time does the train leave?*	P	II.2.2.2 III.5.1 III.5.4
left *The town is on your left* *Turn left at the crossing*	P	III.12.1
left-wing *They are left-wing students*	R	III.6.5
leg	P	III.7.1
lend	P	III.11.4
lesson	P	III.8.1
let *Please, let me help you*	R	I.2.22
let's .... *Let's go to a show tonight*	P	I.5.1
let *Rooms to let*	P	III.2.4
letter *I have received a letter from my brother*	P	III.6.3 III.11.1
letter *What is the last letter of your name?*	P	III.11.1
letter-box *Where is the nearest letter-box?*	P	III.11.1

library	R	III.4.6
lie *He has been lying here for half an hour now*	P	III.7.2
lie down *I would like to lie down for an hour*	P	III.7.2
lift *Take the lift to the 3rd floor*	P	III.2.2 III.5.9
light *We'll go for a walk as soon as it gets light*	P	II.2.4.1.6 III.14.2
light *I want a light colour*	P	III.9.3
light *I want a very light blanket* *I don't need a porter, these bags are very light* *We listened to light music the whole evening*	P	II.2.2.3 III.4.3 III.5.13 III.9.8
lightning	R	III.14.2
like *I like your brother very much* *I don't like swimming* *Would you like to swim?*	P	I.3.1 I.3.3 I.3.7 II.2.4.3.6 III.1.14 III.4.2 III.6.1
like *You do it like this*	R	II.3.3.8
like *It's like an orange*	P	III.3.4.2
listen *Listen to me, please* *Listen, the train is coming*	P	III.7.5
little *I have little money*	P	II.2.3.2
a little *I'd like a little sugar in my tea* *I'd like a little more sugar* *He's a little worried*	P	II.2.3.2 II.2.3.3 III.13.1
live *Where do you live?* *I live in a flat*		III.1.2 III.2.1

live *He will not live much longer*	R	III.7.3
living *What do you do for a living?*	R	III.1.10
living-room	P	III.2.2
long *This road is very long*	P	II.2.2.3
long *We had to wait (a) long (time)*	P	II.2.2.5
look *Don't look now, this is not very nice* *Look at his new car!*	P	III.4.5 III.7.5
look *You look very well*	P	III.7.4
look out!	P	I.5.5
lorry *This street is not for lorries*	R	III.5.5
lose *The English team has lost the game*	P	III.4.5
lose *I have lost my passport* *I have lost my way*	P	III.11.5 III.12.1
lost property office	R	III.5.4
a lot *He is a lot better now*	R	II.2.3.3
a lot of *He earns a lot of money*	P	II.2.3.2
loud *The music is too loud*	P	II.2.4.1.8 III.4.3
lounge *Passengers are requested to wait in the lounge* *The guests can watch television in the lounge*	R	III.5.4 III.5.9
love *I love you* *I love baseball*	P	I.3.1
low *There is a low hill near our town* *Prices are rather low in this shop*	P	II.2.2.3 III.9.7
luggage	P	III.5.1
lunch *We have lunch at 1pm*	P	III.6.2
m. (= male: writing only)	P	III.1.6
magazine *I'd like to buy some magazines*	P	III.4.9

mail *The mail has not arrived yet*	R	III.11.1
make *Van Gogh made a beautiful picture of an old chair* *Can we make an appointment for next week* (R) *I'd like to make a (phone-)call* (R)	P	III.1.3 III.4.7 III.11.2
male *A son is a male child*	R	III.1.6
man *There were 5 men and 7 women in the bus*	P	III.1.6
man *There were animals here before man came*	R	II.1.2
many *There aren't many taxis in this town* *How many times have you been to Paris?*	P	II.2.2.12 II.2.3.2
map	P	III.12.1
March	P	II.2.2.4 III.1.4
market *We buy our vegetables at the market*	P	III.9.1
married *Are you married?*	P	III.1.7
master *He is our English master*	R	III.8.1
match *I like watching football matches on TV*	P	III.4.5
matches *I'd like a box of matches*	P	III.9.5
mathematics	P	III.8.2
matinee	R	III.4.4
matter *What's the matter?*	P	II.2.4.3.3
matter *It doesn't matter (at all)*	P	I.4.2
may (uncertainty)	P	I.2.16
may (permission)	P	I.2.22
may (request)	P	I.3.18
May	P	II.2.2.4 III.1.4
me	P	II.1
meal *Let's have a meal in a restaurant*	P	III.10.1
mean *What does this word mean?*	P	III.13.2

mean *This is just what I meant*	P	I.3.6 III.13.2
by means of	R	II.3.3.8
meaning *What's the meaning of this word?*	R	III.13.2
meat	P	III.10.1
medicine *Take this medicine three times a day*	P	III.7.8
meet *I'd like you to meet ....*	R	I.6.3
meet *We meet in a pub every Friday*	P	III.6.4
meeting *We have club meetings every week*	P	III.6.4
member *I am a member of a sports-club*	P	III.6.4
mend *Can you mend these shoes for me?*	R	III.11.7
menu *Give me the menu, please*	P	III.10.2
message *There is a message for you at the reception*	R	III.5.9
metal *I use a metal box for these papers* *Is this box made of metal?*	P	II.2.4.1.16
metre	P	II.2.2.3 III.9.8
middle *I'd like a seat in the middle of the theatre*	R	III.4.4
might (suggesting a course of action)	R	I.5.1
mild *We usually have mild weather in April*	R	III.14.2
mile	P	II.2.2.3 II.2.2.6 III.9.8
milk *A glass of milk, please*	P	III.10.1
mind *This is just what I had in mind*	R	I.3.6
mind *Do you mind if I smoke?* *I don't mind* *I don't mind if he joins us* *Would you mind opening the window?*	R	I.2.22 I.4.8 I.5.2
mind *Mind your head!*	R	I.5.5

mine *This is mine* *Mine is better* (R)	P	II.1 II.3.5.1
mineral water	P	III.10.1
minister *There is a new minister in our government*	P	III.6.5
minute *Can you wait a few minutes?* *It's 23 minutes past three*	P	II.2.2.4 II.2.2.5
Miss *This is Miss Jones*	P	III.1.1
mist	R	III.14.2
mistake *You don't make many mistakes*	P	III.13.3
modern *I like modern music*	P	III.4.4
moment	P	II.2.2.5
Monday	P	II.2.2.4
money	P	III.5.6 III.9.7 III.11.4
month *Our baby is six months old* *We saw him last month*	P	II.2.2.4 II.2.2.5 III.1.5 III.2.4 III.3.3 III.5.2
monthly *We have monthly meetings*	R	II.2.2.7
moon	P	III.14.2
more *I want more money*	P	II.2.3.3
more *London is more interesting than Birmingham*	P	II.2.3.3 II.3.4.2
morning *Good morning!* *I saw him this morning*	P	I.6.1 II.2.2.4
most *Most people don't know this*	P	II.2.3.3.
most *London is the most interesting place I know*	P	II.2.3.3.
mother	P	III.1.12
motor car	R	III.5.5

motor cycle	P	III.5.5
motorway	P	III.5.5
mountain	P	III.2.7
mountains *I like to spend my holidays in the mountains*	P	III.2.7
move *The car did not move* *I cannot move my leg*	P	II.2.2.2 III.7.2
movies	R	III.4.4
Mr. *This is Mr. Jones*	P	III.1.1
Mrs. *This is Mrs. Jones*	P	III.1.1
much *There isn't much food in the fridge* *This is much better* *How much are these shoes?*	P	II.2.3.2 II.2.3.3 III.9.7
museum	P	III.4.8
mushrooms	R	III.10.1
music	P	III.4.3 III.4.4
musical *There's a nice musical at the Adelphi Theatre*	R	III.4.4
musician	P	III.4.4
must (logical conclusion) *This must be true*	P	I.2.14
must (obligation) *I must go home now*	R	I.2.18
must (prohibition)	R	I.2.24
mustard	P	III.10.1
my	P	II.1 II.3.5.1
myself *I've done it myself*	R	II.1
name *What's your name?*	P	III.1.1
nationality	R	III.1.8
native language	R	III.5.8
narrow	R	II.2.2.3
near *The village is quite near*	P	III.12.1
near *We live near the cathedral*	P	II.3.1.2

necessarily	R	I.2.14
necessary	P	I.2.20
neck *He has broken his neck*	P	III.7.1
need *This is just what I need*	P	I.3.6
need *You need not do it*	R	I.2.20
neighbourhood *We live in the neighbourhood of a big town*	R	II.3.1.2
never	P	I.1.3 II.2.2.7
new *I want to buy a new book about England*	P	III.9.1
news	P	III.4.3
news-bulletin	R	III.4.3
newspaper	P	III.4.9
next *What did you do next?*	R	II.3.2.3
next *I'll do it next week*	P	II.3.2.5
next to *Please, sit next to me at dinner* *There is a pub next to the town hall*	P	II.3.1.1 III.12.1
nice *That'll be very nice* *How nice to see you!* *It was very nice of you to come* *It's a very nice taste* *The flower has a nice smell* *He is a very nice man*	P	I.2.4 I.3.1 I.3.4 I.3.14 II.2.4.1.9 II.2.4.1.10 II.2.4.3.4 III.1.15 III.10.1
night *Good night!* *I saw him last night* *We came home late at night*	P	I.6.4 II.2.2.4 III.4.4
night-club	P	III.4.4
no *No, thank you*	P	I.1.3 I.2.5
no *I have no time*	P	I.1.3 II.2.3.2

no doubt *No doubt this is right*	R	I.2.16
no-one	P	II.1
nobody	P	I.1.3 II.1
noise *Give me another room, please; there is too much noise from the street here*	P	III.5.9
normal	P	II.2.4.3.2
north *He lives in the north* *From this point you go north*	P	III.12.1
not *I have not seen him*	P	I.1.3
not always	P	II.2.2.9 II.2.2.11
not .... at all *I cannot understand her at all*	P	III.13.1
not .... either *I cannot swim either*	P	II.3.6.1
not so .... as *He's not so old as I am*	R	II.3.4.2
not .... till/until *He won't be here till/until 6 o'clock*	R	II.2.2.4
note-paper	R	III.6.3
nothing	P	I.1.3 II.1
November	P	II.2.2.4 III.1.4
now	P	II.2.2.4 II.3.2.6
nowhere	P	II.2.2.1
number *I live at number 15*	P	III.1.2
nurse *She is a nurse in a hospital*	R	III.1.10
nut *These nuts are too hard to eat*	R	III.10.1
nylon *I don't want nylon sheets* *This shirt is made of nylon*	P	II.2.4.1.16 III.9.3
occupation *What is your occupation?*	R	III.1.10
ocean	R	III.5.3
o'clock *It's 4 o'clock*	P	II.2.2.4
October	P	II.2.2.4 III.1.4

of *I want some seats in the front of the room*	P	II.3.5.1
of course	P	I.2.1 I.2.22
off *Can I take off my jacket?*	P	III.9.3
off *The heating is off*	P	III.2.5
office *I work in an office*	P	III.1.10
office-worker	R	III.1.10
often	P	II.2.2.7
oil *Will you check the oil, please?*	P	III.5.5 III.11.9
old *I am too old for this* *How old are you?* *I'm 18 years old* *This is an old chair*	P	III.1.5 III.4.8
old-age pension	R	III.3.6 III.6.5
omelette	P	III.10.1
on *The meal was on the table*	P	II.3.1.1
on *I'll do it on Monday* *We never go there on Sundays*	P	II.2.2.4 II.2.2.7
on *I cannot give you any information on train services*	R	II.3.6.9
on *The heating is on*	P	III.2.5
once *He came (only) once*	P	II.2.2.13
one *I like the red one better*	P	II.1
only *I only wanted to help you* *He came only once*	P	II.3.6.9
open *Will you open your bag, please?*	P	III.5.7
open *The museum opens at nine*	P	III.4.8
open *The museum is open now*	P	III.4.8
opening hours	R	III.4.8 III.9.1

opera *I don't like operas by Wagner* *Let's go to the opera tonight*	P	III.4.4
opera-house	R	III.4.4
operate *Have you ever been operated upon?*	R	III.7.3
operation *I have had two stomach operations*	P	III.7.3
operator *Dial 001 for the operator*	R	III.11.2
opinion	P	III.6.5
opposite *There is a pub opposite the town hall*	P	II.3.1.1
or *I'll go to London or to Rome*	P	II.3.6.2 III.12.1
orange *I don't want an orange dress*	P	III.9.3
orange *I'll have an orange, please*	P	III.10.1
order *I have ordered a bottle of red wine*	P	III.10.2
in order to *He came in order to help me*	R	II.3.6.7
ordinary	R	II.2.4.3.12
origin *What's your country of origin?*	R	III.1.9
other *Give me the other book*	P	II.3.4.1
ought *You ought to help your friend*	R	I.5.4 II.2.4.3.3
our *We'll have to send postcards to our friends*	P	II.1 II.3.5.1
ours *This is ours* *Ours is better* (R)	P	II.1 II.3.5.1
ourselves *We've done it ourselves*	R	II.1
out *We walked out*	P	II.3.1.3
out of *He came out of the house*	P	II.3.1.4
out of order *The telephone is out of order*	R	III.11.2
outside *He spends most of his time outside the house*	P	II.3.1.1
outside *The children are playing outside*	P	II.2.2.1

over *We flew over the city*	P	II.3.1.1
own *We own a house in the country*	R	II.3.5.1
own *This is my own book*	P	II.3.5.1
ozs.	P	II.2.2.3 III.9.8
page *There's an article about Wales on page 6*	P	III.4.9
pain *I feel pain in my leg*	P	III.7.3
paint *Van Gogh painted a chair*	P	III.4.7
painting *They have beautiful paintings in this gallery*	R	III.4.8
pair *I want to buy a pair of shoes*	P	III.9.3
pan	P	III.9.5
paper *Have you seen today's paper?*	R	III.4.9
paper *I want to write a letter, but I have no paper*	P	III.6.3
parcel	P	III.11.1
pardon *I beg your pardon*	P	III.13.2
parents	R	III.1.12
park *My house is near Hyde Park*	P	III.1.2
park *Where can I park my car?*	P	III.5.5
part *In our part of the country there are many farms*	P	III.2.7
party *Are you a party member?*	P	III.6.5
party *We are giving a party for our friends tonight*	P	III.6.2
pass *You pass a big building on your right.*	P	III.12.1
pass *I passed my examination last year*	P	III.8.3
passenger	R	III.5.4
passport	P	III.5.6 III.5.10
past *It's half past three*	P	II.2.2.4

past *We drove past the castle*	P	II.3.1.3
pastry	R	III.10.1
path	P	III.12.1
patient *The patient must not be moved*	R	III.7.8
pay *How much did you pay for that?*	P	III.5.4 III.9.7
peace	P	III.6.5
pear	P	III.10.1
peas	R	III.10.1
pedestrian *This is a crossing for pedestrians*	R	III.5.5
pen	P	III.6.3
pencil	P	III.6.3
pen-friend	R	III.6.3
penny	P	III.9.7
people *What do people think about the government?* *There are five people present*	P	II.1 III.5.2
pepper	P	III.10.1
per *I earn £ 75 per week now*	R	III.3.4
performance	R	III.4.4
perhaps	P	1.2.16
person *There are five persons present*	R	II.1
petrol	P	III.5.5 III.11.9
petrol station	R	III.5.5
phone *Can I use your phone?*	R	III.1.3 III.11.2
phone booth	R	III.11.2
physician	R	III.1.10 III.7.8
picture *They have several pictures by Rembrandt here* *I like a magazine with many pictures*	P	III.4.8 III.4.9
piece *I would like a piece of chocolate*	P	III.10
pig	R	III.2.
pill	P	III.7.
pillow	P	III.2.

pint *Let's have a pint of beer*	P	II.2.2.3 III.9.8
pipe *I like to smoke a pipe after dinner*	P	III.9.4
pity *That's a (great) pity*	P	I.3.9 I.4.7
place *Cricklewood is a nice little place*	P	III.1.4 III.5.3
plan *Have you any plans for your summer holidays*	R	III.5.2
plane *We are going to take a plane to London*	P	III.5.4
plant *There are many beautiful plants in the wood*	P	III.2.8
plastic *I don't like plastic plates* *This plate is made of plastic*	P	II.2.4.1.16 III.9.3
plate *I want a plate of bacon and sausage*	P	III.9.5
platform *We'll wait for you on the platform*	R	III.5.4
play *Do you play any games?*	P	III.4.5
play *The orchestra played Beethoven*	P	III.4.3
play *We saw a play by Noel Coward*	P	III.4.4
player	P	III.4.5
pleasant *This is very pleasant* *The flower has a very pleasant smell* *We had pleasant weather in June*	P	I.3.1
please *Please, help me*	P	I.5.2
pleasure *With pleasure!*	R	I.2.4
p.m. *It's 3 p.m.* *The train leaves at 3 p.m.*	R	II.2.2.4
pocket *I want a coat with big pockets*	P	III.9.3
point *Turn left at this point on the map*	P	III.12.1
police	P	III.7.9 III.11.5

policeman	P	III.7.9 III.11.5
police station	P	III.7.9 III.11.5
political	P	III.6.5
politics	P	III.6.5
pommes frites	R	III.10.1
popular	R	III.4.3
pork	R	III.10.1
port of embarkation	R	III.1.9
porter *The porter will take your luggage to your room*	R	III.5.9 III.5.13
possible *It is possible*	P	I.2.10 II.2.1.4
post *Post this letter before 7 p.m.*	P	III.11.1
postage *The postage for this parcel will be 50p.*	R	III.11.1
postcard	P	III.6.3
poste-restante	R	III.11.1
postman	R	III.11.1
post office	P	III.11.1
pot *Bring us a pot of tea, please*	P	III.9.5
potato	P	III.10.1
£	P	III.9.7
prefer *I prefer steak* *I prefer swimming in the lake* (R)	P	I.3.12
prescription *Do you want a prescription for new tablets?*	R	III.7.8
present *I've brought you a present from my own country*	P	III.6.2
president	P	III.6.5
press *Press the button for the 3rd floor*	R	III.5.9
price *The price is £ 10*	P	III.2.4 III.5.9 III.5.11 III.9.7
prime minister	R	III.6.5
profession *What's your profession?*	R	III.1.10

programme *There is a very good programme at the concert hall tonight*	P	III.4.3 III.4.4
programme *Let's buy a programme and see what the play is about*	P	III.4.4
promise *Promise you will come tomorrow*	R	III.6.2
pronounce *How do you pronounce this word?*	P	III.13.3
pronunciation	R	III.13.3
pub	P	III.10.2
pull *Pull to open the door*	R	III.5.9
pupil	P	III.8.1
purpose	R	II.3.6.7
purse *I've lost my purse*	P	III.9.3
push *Push to open the door*	R	III.5.9
put *Where shall I put your coat?*	P	II.3.1.3
put on *Put on your hat*	P	III.9.3
quality *I don't like the quality of this material*	P	II.2.4.3.2
quarter *It's a quarter to three*	P	II.2.2.4
queen	P	III.6.4
question *May I ask a question?*	P	III.13.3
quick *We'll have a quick meal*	P	II.2.2.5
quiet *He is a very quiet boy*	P	III.1.15
quiet *Can you give me a very quiet room?*	R	III.5.9
quite *He is quite old*	P	II.2.3.3
race *There will be a boat race tomorrow*	P	III.4.5
radio *I like to listen to the radio*	P	III.4.3
railways	R	III.5.4
railway station	P	III.5.4
rain *We had too much rain last week*	P	III.14.2

rain *It is raining again*	P	III.14.2
raincoat	P	III.9.3
rainy	P	III.14.1
rarely	P	II.2.2.7
rather *He is rather old*	P	II.2.3.3
rather *I'd rather go for a walk than stay at home* *I'd rather not*	P	I.3.12
razor	P	III.7.6
reach *We shall reach Amsterdam at 5 p.m.*	R	III.5.4
read *I like reading books about England* *I cannot read this letter*	P	III.4.6 III.4.9 III.13.1
reading *Reading is taught in primary schools*	P	III.8.2
ready *When will you be ready?*	P	II.2.2.15
real *Is this real leather?*	P	III.9.3
reason *The reason is that he is afraid*	R	II.3.6.6
receipt *May I have a receipt, please?*	P	III.5.9
receive *I received a letter from him last week*	P	III.6.3
recently	R	II.3.2.7
reception *Leave your key at the reception, please*	R	III.5.9
recommend *I can recommend a trip to Rome*	R	I.5.4
record *We listened to a record of Lionel Hampton*	P	III.4.3
record player	P	III.4.3
red *I bought a red dress*	P	III.9.3
refreshments	R	III.5.4
register *Please, register before going up to your room*	R	III.5.9
regulations *It is against the regulations to walk on the grass*	R	III.5.9

religion	R	III.1.13
remain *How long will you remain here?* *Will it remain dry tomorrow?*	R	II.2.2.16
remember *I remember my first visit to your country* *I remember seeing him last year* *I remember that he went there last year*	P	I.2.8
rent *In London you pay a very high rent*	P	III.2.4
rent *We shall rent an apartment* *Here we can rent a car* (R)	P	III.2.1 III.2.4 III.5.5
repair *Can you repair this for me?*	P	III.11.7
repeat *Will you repeat this, please?*	R	III.13.2
request *Guests are requested to leave their keys at the desk*	R	III.5.4
reservation *Have you a reservation, sir?*	R	III.5.9
reserve *Have you reserved a room?*	R	III.4.4
rest *I will have to take a rest*	P	III.7.4
rest *I would like to rest a little*	P	III.7.4
restaurant	P	III.5.4 III.10.2
result *The result is that I cannot go to Spain*	R	II.3.6.5
return *A return ticket is cheaper than two singles*	P	III.5.12
revue *She sings in a revue*	R	III.4.4
rice	P	III.10.1
right *That's right* *That's all right* *This is the right thing to do* *The answer is right* *You are right*	P	I.2.1 I.2.2.2 I.3.6 II.2.4.3.3 II.2.4.3.4 II.2.4.3.7 III.13.3

right *The town is on your right* *Turn right for Liverpool*	P	III.12.1
right-wing *We have a right-wing government*	R	III.6.5
ring up *I'll ring you up from Amsterdam*	R	III.1.3 III.11.2
river	P	III.2.7
road	P	III.1.2 III.12.1
roast *We'll have roast beef*	R	III.10.1
roll *Would you like some rolls?*	P	III.10.1
room *You have much room here*	P	III.2.2
room *We have rooms on the ground-floor*	P	III.2.2
double room	R	III.5.9
single room	R	III.5.9
rough *I want a coat of rough wool*	P	II.2.4.1.11
round *I saw a round thing on the road*	P	II.2.4.1.1
round *There's a wall round the garden*	P	II.3.1.1
roundabout *Drive on till you come to a roundabout*	R	III.12.1
row *Our seats are in row 5*	R	III.4.4
rugby	R	III.4.5
safe *This is a very safe car*	R	III.5.5
safety	R	III.5.5
salad	P	III.10.1
salary	R	III.3.4
sale *You can buy things very cheaply at the sales*	R	III.9.1
salt *Give me some salt, please*	P	III.10.1
same *This book is the same as that* *They came at the same time* *They are not the same*	P	II.3.2.4 II.3.4.3 II.3.4.2
sandwich	P	III.10.2
Saturday	P	II.2.2.4
saucer		III.9.4

sausage	R	III.10.1
say	P	I.1.2 I.6.5 III.13.1
He said that he was ill *How do you say that in English?* *I say ....*		
school	P	III.1.10 III.3.5 III.8.1
I work in a school *The children are at school*		
primary school	P	III.8.1
secondary school	P	III.8.1
scissors	P	III.7.6
scooter	R	III.5.5
sculpture *In this cathedral you can see beautiful sculpture*	R	III.4.8
sea *We live near the sea*	P	III.2.7
seaside	R	III.2.7
season *Autumn is a good season for a quiet holiday*	R	III.5.2
seat *I want five seats for Thursday evening*	P	III.4.4
see	P	II.2.4.1.6 II.2.4.1.7 III.7.5
I cannot see very well, it's too dark *Can you see something?*		
see *I'll see you tomorrow!*	P	I.6.4
see *I see what you mean*	R	III.13.2
seldom	R	II.2.2.7
self-service	R	III.9.1
sell	P	III.1.10 III.9.1
Do you sell matches?		
send	P	III.6.3 III.11.3
I sent him a letter last week		
sender *What is the name of the sender?*	R	III.11.3
September	P	II.2.2.4 III.1.4
serve *We don't serve dinner after 10 p.m.*	R	III.10.2

service *No service in the garden* *Service is included in the bill*	R	III.1.13 III.10.2
service charge *There is no service charge in the canteen*	R	III.10.2
several *I've been there several times*	R	II.2.2.12 II.2.3.2
sex	R	III.1.6
shade *Shall we sit in the shade?*	P	III.14.2
shall *Shall I help you?* *Shall we go home now?*	P	I.2.7 I.5.1
shave *I want to shave before dinner*	P	III.7.6
she	P	I.1.1 II.1
sheet *I don't like nylon sheets on my bed*	P	III.2.3
shine *The sun is shining again*	P	III.14.2
ship *A big ship came into the harbour*	R	III.5.4
shirt	P	III.9.3
shoe	P	III.9.3
shop *I work in a shop*	P	III.1.10 III.9.1
shop assistant	R	III.1.10
short *It is only a short distance*	P	II.2.2.3
short *We waited only a short time*	P	II.2.2.5
should (advice) *You should visit the castle*	P	I.5.4
should(n't) (right/wrong; disapproval) *You shouldn't say that* *We shouldn't have left you* *This should be the right answer*	P	I.4.4 II.2.4.3.3
show *Please, show me another one*	P	III.9.1
shower *I prefer a shower to a bath*	P	III.2.6
side *Put your car at the side of the road*	P	III.12.1
sign *Have you signed your cheque?*	R	III.1.1

signature *Before we can pay this cheque we must have your signature*	R	III.1.1
sights *Tomorrow we are going to see the sights*	P	III.5.2
silence *Silence, please!*	R	III.4.4
silver *I'd like to buy some silver spoons* *These spoons are made of silver*	P	II.2.4.1.16
simple *Isn't there a simple word for it?*	P	III.13.1
since *I've lived here since 1960*	P	II.2.2.5 II.2.2.14
sing	P	III.4.4
singer	P	III.4.4
single *Are you married or single?*	R	III.1.7
single *Two singles to Brighton, please*	P	III.5.12
sister	P	III.1.12
sit down *Do you want to sit down?*	P	III.7.2
size *What size shoes do you take?*	P	II.2.2.3 III.9.3
skirt *I want to buy a skirt*	P	III.9.3
sleep *You've slept long enough now*	P	III.7.4
sleepy	P	III.7.4
slice *A slice of bread, please*	P	III.10.1
slow *We went very slowly* *We have a slow car* *There was only a slow train to Brighton* *This is a very slow journey* *Will you speak slowly, please?*	P	II.2.2.6 III.5.4 III.13.2
slow down (reading only)	R	III.5.5
small	P	II.2.2.3 III.5.3
smell *This flower has a very pleasant smell*	P	II.2.4.1.10 III.7.5
smell *The food smells very good* *Can you smell gas?*	P	II.2.4.1.10 III.7.5

smoke *Would you like to smoke?* *No smoking* (R)	P	III.5.4
smooth *This material is very smooth*	R	II.2.4.1.11
snackbar	P	III.10.2
snow *There is snow on the mountains*	P	III.14.2
snow *It will snow tomorrow*	P	III.14.2
so *So I was right* *He ate too much, so he didn't feel well*	P	I.2.14 II.3.6.5
so *He wanted to leave, but he didn't say so*	P	II.1
so *I'm so sorry* *He is not so big as his brother* (R)	P	II.2.3.3 II.3.4.2
soap	P	III.7.6
social security	R	III.6.5
socialist *We have a socialist government* *I am not a socialist*	P	III.6.5
socks	P	III.9.3
soft *I like soft music when I wake up*	P	II.2.4.1.8 III.4.3
soft *I want a soft pillow*	P	II.2.4.1.11
soldier	P	III.1.10
some *Some of them went home*	P	II.1
some *I'd like some bread* *I'd like some chips*	P	II.2.3.2
somebody	P	II.1
someone	P	II.1
something	P	II.1
sometimes	P	II.2.2.7
somewhere	P	II.2.2.1
son	P	III.1.12
song *This is an old English song*	P	III.4.4
soon	P	II.3.2.5
as soon as *I'll help you as soon as I can*	R	II.3.2.4

sorry	P	I.3.9 I.4.1 I.4.7
I'm very sorry to hear that you have to go *I'm very sorry that this has happened* *I'm sorry if I have hurt you* *Sorry!*		
sort *What sort of man is he?*	P	III.1.15
sound *I don't like the sound of this music*	P	III.4.3
soup	P	III.10.1
south *Bournemouth is in the south* *Turn south when you come to the river*	P	III.12.1
souvenirs	P	III.9.1
spaghetti	P	III.10.1
speak *Can you speak French?*	P	III.13.1
specialist *I think you should go to a specialist*	P	III.7.8
speed	P	III.5.5
speed-limit	R	III.5.5
spell	P	III.1.1 III.13.3
Can you spell your name, please?		
spelling *That's not the correct spelling*	R	III.13.3
spend *I cannot spend so much money*	P	III.9.7
spoon	P	III.9.5
sport(s) *Horse racing is a popular sport in England*	P	III.4.5
spring *We always take a short holiday in spring*	P	III.5.2
square	P	III.1.2 III.12.1
I live in Portman Square		
square *I received a square box*	P	II.2.4.1.1
stadium	R	III.4.5
stage *There were only two people on the stage*	R	III.4.4
stairs	P	III.2.2 III.5.9
stamp	P	III.6.3 III.11.1
Do they sell stamps at the hotel?		

stand *I cannot stand any longer, I am too tired*	P	III.7.2
stand still *Try to stand still, please*	R	II.2.2.2
star *I cannot see any stars tonight*	R	III.14.2
star *Greta Garbo was a great star*	R	III.4.4
start *The game started at 7* *He started to speak* *We start at 6 o'clock*	P	II.2.2.14 III.3.3
state *The state pays for our education*	P	III.6.5
to stay *I will stay here for a week* *It won't stay dry for long*	P	II.2.2.16 III.5.6
steak	R	III.10.1
steal	P	III.11.5
stewardess	R	III.5.4
still *Are you still here?*	P	II.3.2.6
stockings	P	III.9.3
stomach *I had a stomach operation last year*	P	III.7.1
stop *The game will stop at 9* *He stopped talking* *We stop at 5 p.m.*	P	II.2.2.15 III.3.3
stop *The car stopped suddenly*	P	II.2.2.2
storm *Don't go sailing in such a storm*	R	III.14.2
straight on	P	III.12.1
strange	P	II.2.4.3.12
strawberry	R	III.10.1
street	P	III.1.2 III.12.1
string *I need a piece of string*	P	III.9.5
strong *This is a very strong material*	P	II.2.4.1.11
student	P	III.8.1
study *I've studied English for 2 years*	P	III.3.5 III.3.6 III.4.6

subject *What subjects do you take at school?*	P	III.8.2
succeed *We tried but did not succeed*	P	II.2.4.3.8
success	P	II.2.4.3.8
successful	R	II.2.4.3.8
such *I don't like such people* *He's such a nice boy* (R)	P	II.1 II.2.3.3
suddenly	P	II.2.2.17
sugar	P	III.10.1
suit *I've bought a new suit*	P	III.9.3
suitcase	P	III.5.13
summer	P	III.5.2
sun *The sun is shining again*	P	III.14.2
Sunday	P	II.2.2.4
sunshine	R	III.14.2
supermarket	P	III.9.1
suppose *I suppose that you are right* *I suppose so*	R	I.2.16
suppose *Are you supposed to walk on the grass?*	R	I.2.23
sure *Are you sure?* *I'm sure that he will come*	P	I.2.16
surgeon	R	III.7.8
surgery hours *Surgery hours 8 a.m. - 10 a.m.*	R	III.7.8
surname *His surname is Robinson*	P	III.1.1
surprise *This is a surprise!*	P	I.3.4
surprised	R	I.3.4
surprising	R	I.3.4
sweet *The coffee is not sweet enough*	P	II.2.4.4.1.9 III.10.1
sweet *Have you ordered a sweet?*	R	III.10.1
swim *Do you like swimming?*	P	III.4.3
table *A table for two, please*	P	III.2.3 III.10.2
tablet *I must take one tablet after every meal*	P	III.7.8

take *I'll take you to your room*	P	II.3.1.3
take *We are going to take lessons in English*	P	III.8.1
take *The journey takes two hours*	P	III.5.4
take away *Can I take this away?*	R	III.10.2
take off *Can I take off my jacket?*	P	III.9.3
talk *We talked for a long time*	P	III.6.2
tall	P	II.2.2.3
tape *There are twelve English songs on this tape*	P	III.4.3
tape-recorder	P	III.4.3
taste *I don't like this taste*	P	II.2.4.1.9 III.7.5
taste *How does your soup taste?* *Would you like to taste this cheese?*	P	II.2.4.1.9 III.7.5
tax(es)	P	III.3.4
taxi	P	III.5.4
tea	P	III.10.1
teach	P	III.8.1
teacher	R	III.1.10 III.8.1
team *The English team have won by 5 to 3*	P	III.4.5
telegram	P	III.11.3
telegraph	R	III.11.3
telephone *Have you got a telephone?*	P	III.1.3 III.2.5 III.11.2
telephone *I'd like to telephone to Holland*	P	III.1.3 III.11.2
telephone booth	R	III.11.2
telephone number	R	III.2.5 III.11.2
television	R	III.2.6 III.4.3
tell *Tell me what you've done* *Tell me about your work*	R	I.1.4

temperature *The temperature is too high for me*	P	II.2.2.3 III.14.2
temperature *I have a temperature*	R	III.7.3
tent	P	III.5.9
terminal *The train arrived at the terminal at 2 p.m.*	R	III.5.4
test *I failed my driving test twice*	P	III.8.3
than *John is bigger than his brother*	P	II.3.4.2
thank *Thank you (very much (indeed))*	P	I.2.4 I.3.14
that *I want that book* *Will you take that?*	P	I.1.1 II.1
that *This is food that I like*	R	II.1
that *He thought that I was ill*	P	I.2.8
the *Can you give me the teapot, please?* *That's the best coffee I know* *The Italians don't like this opera*	P	II.1
theatre	P	III.4.4
theirs *It's theirs* *Theirs is better (R)*	P	II.1 II.3.5.1
them	P	II.1
themselves *They've done it themselves*	R	II.1
then *Then he saw me* *First we went to Madrid, then we travelled to Gibraltar* *He ate very much and then he didn't feel well*	P	II.2.2.4 II.3.2.3 II.3.6.5
there *There is no word for it* *There is no water in this room*	P	II.6.6.1 II.6.6.2
there *There he is!*	R	II.6.6.1
therefore *Therefore I cannot help you*	R	I.6.14

these *These houses are nice* *These are nice*	P	I.1.1 II.1
they	P	I.1.1 II.1
thick *I don't want a thick slice of cake*	P	III.10.1
thief	P	III.11.5
thin *I want a thin slice of cake*	P	III.10.1
thing *What do you call that thing?*	P	II.1
think *I think so* *I think that you are right* *I'm thinking of going home tomorrow* (R)	P	I.2.1 I.2.16 I.3.16
third-party *Do you have third-party insurance?*	P	III.7.7
thirst	R	III.7.4
thirsty	P	III.7.4
this *This book is nice* *This is nice*	P	I.1.1 II.1
those *Those books are nice* *Those are nice*	P	I.1.1 II.1
through *We drove through the centre of the town*	P	II.3.1.3
thunderstorm	P	III.14.2
Thursday	P	II.2.2.4
ticket *Have you got tickets for the cinema?* *A ticket to London costs £1,50*	P	III.4.4 III.5.1 III.5.12
ticket office	R	III.4.4
till *I'll be home till 6 o'clock* *Before or till you come to a church*	P	II.2.2.5 II.2.2.15
time *What time is it?*	P	II.2.2.4
time *I go to evening class 4 times a week*	P	II.2.2.7
time-table	P	III.5.4
tip *The waiter will expect a tip*	R	III.10.3
tired	P	III.7.4

to *Let's go to London*	P	II.3.1.3
to *I work from 9 to 12 every morning*	P	II.2.2.15
to *I'll give the ticket to your brother*	P	II.3.3.3
to *He came to help me*	P	II.3.6.7
to *I want to go home*	P	I.3.18
tobacco	P	III.9.4
tobacconist	P	III.9.1
today	P	II.2.2.4 II.3.2.6
together *We all went together*	P	III.5.2
toilet	P	III.2.2 III.4.4
tomato	R	III.10.1
tomorrow	P	II.2.2.4 II.3.2.5
the day after tomorrow	P	II.2.2.4 II.3.2.5
tonight	P	II.2.2.4 II.3.2.5
too *£23 is too much for these shoes*	P	II.2.3.3 III.9.7
too *Do you think so, too?* *John is coming too*	P	I.2.2 II.3.6.1 II.3.6.3
tooth	P	III.7.1
toothbrush	P	III.7.6
toothpaste	P	III.7.6
top *We could see the tops of the mountains*	P	III.2.7
tour *We made a tour in the Welsh mountains*	R	III.5.2
tourist	P	III.5.2
tourist office *We'll ask for information at the tourist office*	P	III.5.2
towards	R	II.3.1.3
towel *I need a clean towel*	P	III.7.6
town	P	III.5.3
town-hall *The post-office is opposite the town hall*	R	III.12.1

traffic lights	P	III.5.5
train *We'll take a train to London*	P	III.5.4
train *She was trained to be a nurse*	P	III.8.1
training	R	III.3.5
tram	P	III.5.4
translate	P	III.13.2
translation	P	III.13.2
travel *I have to travel one hour to my office every day*	P	III.5.1 III.5.4
travel bureau	R	III.5.4
traveller	R	III.5.4
traveller's cheque	R	III.11.4
tree *There is a beautiful tree in our garden*	P	III.2.8
trip	R	III.5.2
trouble *I have trouble with my car*	P	III.11.8
trousers	P	III.9.3
true	P	II.2.4.3.7
try *Let me try*	P	II.2.4.3.8
try on *Can I try this on?*	P	III.9.3
Tuesday	P	II.2.2.4
turn *It's my turn now*	R	III.9.1
turn *Turn left at the river*	P	III.12.1
turn off *How do you turn off the gas?*	P	III.2.5
turn on *How do you turn on the gas?*	P	III.2.5
TV	R	III.2.6 III.4.3
twice	P	II.2.2.12
tyres	P	III.11.9
typist	R	III.1.10
unable *I am unable to help you*	R	I.2.12
under *The dog slept under the table*	P	II.3.1.1
underground *If you want to get there fast you must take the underground*	P	III.5.4

understand	P	III.13.1 III.13.2
underwear	P	III.9.3
unemployment	R	III.3.3
unfortunately *Unfortunately I cannot help you*	R	I.2.5
university	P	III.8.1
unpleasant *These flowers have an unpleasant smell* *He is an unpleasant person*	P	II.2.4.1.10 III.1.15
until *We'll wait until you are ready*	R	II.2.2.15
up *We walked up the hill*	R	II.3.1.3
up *We looked up*	R	II.3.1.3
upstairs *The bathroom is upstairs* *Let's go upstairs and go to bed*	R	III.2.2
us	P	II.1
use *We cannot use this*	P	II.2.4.3.9
useful	P	II.2.4.3.9
usually	P	II.2.2.7
vacation	R	III.3.3 III.5.2
valley	P	III.2.7
vanilla	R	III.10.1
veal	R	III.10.1
vegetables	P	III.10.1
very *He is very old*	P	II.2.3.3
view *You have a nice view from this room*	R	III.5.9
village	P	III.5.3
visa	R	III.5.6 III.5.10
visit *We visited Spain last year* *I hope you'll visit us when you are in Holland*	P	III.5.2 III.5.6 III.6.2
wages	R	III.3.4
wait *We had to wait only five minutes* *Wait for me on the platform*	P	III.5.4
waiter *The waiter will give us the menu*	P	III.10.2

waiting room	R	III.5.4
waitress *Let's ask the waitress for the menu*	P	III.10.2
wake up *I woke up at 6 o'clock*	P	III.7.4
walk *I like to walk on the beach* *Try to walk to the car*	P	III.4.1 III.7.2
wall	R	III.2.2
wallet	P	III.9.3
want *This is just what I wanted* *I want a new suit* *I want to go home*	P	I.3.6 I.3.18
war	P	III.6.5
ward *Your daughter is in the children's ward*	R	III.7.8
warm *The soup is warm* *It's rather warm today*	P	II.2.2.3 III.10.1 III.14.2
wash *I would like to wash before dinner* *Can you wash these clothes for me?*	P	III.2.6 III.7.6
washing machine	R	III.2.6
watch *I want to buy a new watch*	P	III.9.3
watch *I like watching a game of cricket* *I like watching TV*	P	III.4.3 III.4.5
water *There is a lot of water in Holland* *Can I have a glass of water?*	P	III.2.5 III.2.7 III.10.1
way *Is this the way to the opera?*	P	III.12.1
way *You do it in this way*	P	II.3.3.8
w.c.	R	III.2.2 III.4.4
we	P	I.1.1 II.1
weak *This material looks rather weak*	R	II.2.4.1.11
wear *I am not going to wear this*	P	III.9.3

weather	P	III.14.2
Wednesday	P	II.2.2.4
week	P	II.2.2.4 II.2.2.5 III.2.4 III.3.3 III.5.2
weekdays	R	III.3.3
weekend *We sometimes work during weekends*	R	III.3.3
weekly *There is a weekly flight to Kuala Lumpur*	R	II.2.2.7
weigh *This will weigh 5 lbs.*	R	II.2.2.3 III.9.8
weight *This is not the right weight*	P	II.2.2.3 III.5.13 III.9.8
well *I feel very well*	P	III.7.4
well *I cannot write English very well*	P	III.13.1
west *There are beautiful beaches in the west* *If you drive west you cannot miss it*	P	III.12.1
wet	P	II.2.4.1.5
what *What do you want?* *What drinks do you like?* *What a surprise!* (R)	P	I.1.4 I.3.4 II.1
what *What you say is wrong*	P	II.1
when *When can you come?*	P	I.1.4 II.2.2.4
when *I'll go out when it is dark*	P	II.3.2.4
where *Where are you?*	P	I.1.4 II.2.2.1
where *Put it back where it came from*	R	II.3.1.1
which *Which do you prefer?* *Which flowers do you like best?*	P	I.1.4 I.3.13 II.1
which *France is a country which I like very much*	P	II.1.2

while *I'll write a letter while you go to the dentist*	R	II.3.2.4
white *She bought a white dress*	P	III.9.3
who *Who is going with us?*	P	I.1.4 II.1
who *Guests who want to visit the town can take a bus*	P	II.1
who(m) *Whom did you give it to?*	R	II.1
whom *He is a man whom I have never seen*	R	II.1
whose *Whose suitcase is this?* *Whose is this?*	R	I.1.4 II.1
whose *He is the man whose car was stolen last night*	R	II.1
why *Why did you go there?* *Why don't you go home?*	P	I.1.4 II.3.6.4 II.3.6.6 II.5.4
wide	R	II.2.2.3
wife	P	III.1.7 III.1.12
will *I'll help you as soon as I can*	P	I.3.16
will *Will you come?*	P	I.2.6
will *This medicine will/won't help you*	P	II.2.4.3.10
will *I won't be able to help you*	P	II.3.2.5
win *Which team has won?*	P	III.4.5
wind *There is a strong wind from the east today*	P	III.14.2
window	P	III.2.2
wine	P	III.10.1
winter *We are going to the mountains this winter*	P	III.5.2
with *You can open the door with this key*	P	II.3.3.4
with *I shall be with you in 5 minutes*	P	II.3.1.1

with *We'll take John with us*	P	II.3.6.3
with *Did you see a man with a big suitcase?*	P	II.3.5.1
without *We'll go without John*	P	II.3.6.3
without *You cannot travel here without a passport*	P	II.3.5.1
woman	P	III.1.6
wonder *I wonder* *I wonder if you could help me*	R	I.2.16
wood *We'll go for a walk in the wood*	R	III.2.7
wood *This box is made of wood*	P	II.2.4.1.16
wooden	R	II.2.4.1.16
wool *This dress is made of wool*	P	II.2.4.1.16 III.9.3
woollen	R	II.2.4.1.16 III.9.3
word	P	III.11.3
work *I go to my work by car*	P	III.5.1
work *Where do you work?* *How long do you work every day?*	P	III.1.10 III.1.11
work *My brakes don't work*	P	III.11.8
world *I would like to see the whole world*	P	III.5.3
worried *I'm worried about your health*	P	I.3.10 I.3.11
worse *The weather is much worse now*	P	II.2.4.3.2
worst *This is the worst weather I have ever seen*	P	II.2.4.3.2
would *Would you like ice-cream?* *Would you like to go out tonight?* *Would you be so kind as to help me?* (R)	P	I.3.3 I.5.2
wound *I have a wound in my leg*	P	III.7.3
wrap up *Shall I wrap it up for you?*	P	III.9.1

write	P	III.4.7. III.6.3 III.13.1
I'm going to write a book about England *We write to each other every month* *We have not learned to write English*		
writing *Writing is taught in primary schools*	P	III.8.2
wrong *It is wrong to be lazy*	P	II.2.4.3.3
wrong	P	II.2.4.3.7 III.13.3
The answer is wrong		
wrong *I'm afraid you are wrong*	P	II.2.4.3.7
yard	P	II.2.2.3 III.9.8
I need 3 yards of this material		
year	P	II.2.2.4 II.2.2.5 III.1.5 III.2.4
We'll go to Italy next year *I am 18 years old*		
yellow	P	III.9.3
yes	P	I.2.1 I.2.4
Yes, I'll do it *Yes, please*		
yesterday	P	II.2.2.4 II.3.2.7
the day before yesterday	P	II.2.2.4 II.3.2.7
yet *Has he come yet?* *He hasn't come yet*	P	II.3.2.1
you *Are you coming, John?* *It is a nice record if you like modern music*	P	I.1.1 II.1
young *This is a party for young people*	P	III.1.5
your	P	I.1.2 II.3.5.1
yours	P	II.1 II.3.5.1 III.6.3
That's yours *Yours is better* (R) *Yours sincerely*		
yourself/-ves *You've done it yourself/-ves.*	R	II.1
youth-hostel	P	II.5.3
zero *It is 10 degrees below zero*	R	III.16.1

Items not included in the lexicon:

Cardinal numerals up to 4 digits	P	II.2.3.1 III.1.2
Other cardinal numerals up to 9 digits	R	II.2.3.1
Ordinal numerals up to 2 digits	P	II.2.3.1 III.1.4
Names of letters of the alphabet	P	III.1.1
Names of one's own country, country (major countries) of foreign language, neighbouring countries of one's own country	P	III.1.2
Names of neighbouring countries of foreign language country	R	III.1.2
Names of one's own nationality, of nationality of native speakers of the foreign language, of inhabitants of countries neighbouring one's own country	P	III.1.8
Names of nationality of inhabitants of countries neighbouring the foreign language country	R	III.1.8
Name of one's own occupation	P	III.1.10
Name of one's own employer, firm, company, etc.	P	III.1.11
Name of one's own religion, if any	P	III.1.13
Names of 2 or 3 national sports	P	III.4.5
Name(s) of one's own favourite sport(s)/ game(s), if any	P	III.4.5
Name(s) of one's own subject(s) of study, if any	P	III.4.6 III.8.2
Name(s) of one's own favourite art-form(s), if any	P	III.4.7
Names of one's own native language, of the language of the foreign country, names of languages of countries neighbouring one's own country	P	III.5.8
Names of languages of countries neighbouring the foreign language country	R	III.5.8

APPENDIX 2

Grammatical inventory of T-level English

by L G Alexander

FOREWORD

This is an inventory and not a reference grammar: that is, it does not set out to provide information about the use of English. It is assumed that the potential user is reasonably conversant with English grammatical structure. The listed items and their exponents are not meant to be in any way exhaustive or prescriptive. They merely demonstrate the range of structures and possible utterances that would have to be taught if T-level specifications were assumed.

An alphabetical ordering has been preferred to any other form of presentation since it is the least prescriptive model. It can be manipulated creatively by the user who is free to decide on his own sequence for teaching purposes. A two-column layout has been adopted: the items to be considered are on the left and their possible exponents on the right. All structural words and problematical lexical items are given in BLOCK CAPITALS and all grammatical categories in light-face Roman; exponents are *in italics*.

When using this inventory, the following should be noted:

1. A great many (though by no means all) of the structural words and problematical lexical items which appear in the Lexicon are listed in this inventory. Occasionally, single items (e.g. 'give', 'explain', etc.) are included to represent a particular grammatical category and the user is referred to the relevant entries.

2. Compounds and derivatives are possible providing that their meaning is fully predictable from the content specification. For instance, 'put up (your hand)' would fall within T-level specifications even though it is not listed in the Lexicon or this inventory, but 'put up with' (= *tolerate*) would not.

3. Students would be expected to acquire a productive command of all the entries except those marked 'R' which are for receptive recognition only.

Every effort has been made to ensure a close correlation between the T-level specifications and this inventory. Other works which were extensively consulted during the preparation of this list:

A Grammar of Contemporary English, R. Quirk, S. Greenbaum, G. Leech and J. Svartvik, Longman, 1972.

Advanced Learner's Dictionary of Current English, A.S. Hornby, Oxford University Press, 1974 Edition.

English Grammatical Structure, R.A. Close, L.G. Alexander, W.S. Allen and R. O'Neill, Longman, 1975.

Modern English, W.R. Rutherford, Harcourt Brace, 1968.

Volkshochschul Zertifikat Englisch: Strukturenliste, edited and revised by W.S. Allen, D.V.V. 1974.

A, AN
indefinite article: *She's a nurse*
He's an office worker

distributive: *I see him once a week*
I earn £75 a week now

after HALF/SUCH/WHAT: *Half a slice please*
He's such a nice boy (R)
What a surprise (R)
See under: SUCH: WHAT

Ability — See: ABLE TO; CAN; COULD; UNABLE TO

ABLE TO
interchangeable with CAN: *He's able to speak English* (R)
See under: Adjective + TO

future: *I'll be able to see you tomorrow*

past (= MANAGED TO): *I was able to get some tickets* (R)

ABOUT
(= APPROXIMATELY): *It costs about £2*

(= CONCERNING): *I don't want to think about the war*

after WHAT: *What about (having) a drink?*
focussing: *What about me?* (R)

after HOW: *How about (having) a drink?* (R)

ABOVE
as adverb: *He's in the room above* (R)

as preposition: *We were flying above the clouds* (R)

ACROSS
indicating motion: *We walked across the street* (R)

Addresses — *15 Church Road, (Street, Avenue) etc;*
See under: AT

Adjectives
after GET/BECOME: *He's getting old* (R)
Oil has become very expensive
See under: Inchoative verbs

attributive/predicative: *It's a nice book*
It's nice

comparison: See under: Comparative forms; Comparison

+ TO-infinitive: *I'm (glad) to (see you)*
Also: ABLE (R), AFRAID, ALLOWED, DELIGHTED (R), SORRY, SUPPOSED (R)

It's (nice) of you to (help me)
Also: GOOD, KIND

[illegible] *It's a big black car*
It's a big American car

[illegible] See: Pronouns

+ THAT-clause	*I'm sorry (that) this has happened* Also: AFRAID, CERTAIN (R), DELIGHTED (R), GLAD, SURE
	It's possible (that) he is here Also: BAD, CERTAIN (R), GOOD, INTERESTING
with TOO/ENOUGH + TO-infinitive:	*I'm too tired to go out* *I'm old enough to see that film* Also: LAZY, SHORT, TALL, STRONG, WEAK, YOUNG, etc.
	It's too cold to go out *It's not cheap enough to buy* Also: DANGEROUS, DIFFICULT, EASY, EXPENSIVE, HARD, HOT, NEAR, etc.
Adverbial	
clause:	See: Clauses
comparison:	See: Comparative forms
form: + -ly: -y/ily:	*He drives badly* *It rained heavily*
particle:	*Come in. Sit down. Stand up*
same form as adj:	*He drove fast* *It rained hard*
of degree:	*It's very/quite hot*
of matter:	*He drove carefully/fast* *He travelled by air*
of place:	*It's here/there/in the garden*
of time:	*He arrived today/yesterday* *on Sunday* *at four o'clock* *in winter* *two hours ago* *He will arrive tomorrow, etc.*
TOO and ALSO;	*I went to Paris, too* *I also went to Paris*
transposable particle:	*Put on your coat* *Put your coat on* *Put it on*
AFRAID	
to express fear:	*I'm afraid*
+ OF:	*I'm afraid of trouble*
+ TO-infinitive:	*I'm afraid to go there* See under: Adjective TO-infinitive
+ THAT (introductory polite formula):	*I'm afraid (that) I can't help you* See under: Adjective THAT-clause
AFTER	
as preposition:	*John came after 6 o'clock*
as subordinating conj:	*He came after I had left* *I'll speak to him after he arrives*
AFTERWARDS	*I'll do it afterwards*

AGAINST
as preposition (place): *We stood against the wall*

(opposition): *He's against me* (R)

Age *How old (What age) is she?*
She's three (years old)
See under: HOW

AGO
exact time reference with past tense: *How long ago were you in Paris?*
I was in Paris three days ago
See: FOR, SINCE, Past tense

ALL *They all went home*
I want all of it
All the shops are closed
I've lost all my money
See: BOTH

ALLOWED TO
permission: *Are we allowed to go inside?*
See under: Adjective + TO

prohibition: *You're not allowed to smoke in the theatre*

ALMOST *It's almost full*
I'm almost ready
See: QUITE

ALONG
as adv. particle: *Why don't you come along?* (R)
as preposition: *Walk along this street, then turn left* (R)

ALREADY *I've already done it*
See: STILL; YET; Present perfect tense

ALSO See under: Adverbial, TOO and ALSO

ALWAYS *He's always late*
See under: Adverbial, of frequency

AMONG *He's among those people*
(i.e. among several. See: BETWEEN)

AND
in double imperatives: *Come/go/try and see*

joining words and phrases: *It's black and white*

joining clauses: *He speaks and writes English*
I'm staying here and John is too

ANOTHER
(= ONE MORE): *Give me another cup of tea*
(= A DIFFERENT): *I don't like this book. I'd like another (one).*

ANY — See: SOME, HARDLY

ANYBODY, ANYONE — See under: SOME-compounds

ANYTHING — See under: SOME compounds

ANYWHERE — See under: SOME compounds

Apostrophe 's' — See Contraction, Genitive

Articles — See A; THE; Zero

AS
manner: *He works as a driver*
as conj: *As you can't come, we'll have to go without you*
See also: Comparison

AS SOON AS
as subordinating conj: *We had dinner as soon as he had left*
I'll ring you as soon as he arrives

AS WELL AS — *I've bought a new car as well as a motor cycle*

ASK — *Why don't you ask him?*
I asked for a single ticket
See under: Indirect speech, Verb + object + TO; Verb + IF

Aspect — See under: Present progressive tense
Past progressive tense
Past perfect tense

AT
referring to place: *Somebody's at the door*
She stayed at home
We stayed at the Metropole
referring to time: *I'll see you at 4 o'clock*

AT ALL — *I haven't got any at all*
polite formula: *Not at all!*

AT LEAST — *I need at least ...*

Attributive — See under: Adjectives

Auxiliaries	See: BE, DO, HAVE
AWAY	
as particle:	*He walked away* *Put it away* *It's far away*
+ FROM:	*Go away from that car!*
BACK	
as particle:	*We went back (home)* *Put/give it back* *It is a long way back*
BAD	Irregular comparison. See under: Comparative forms
BE	
as a full verb:	*He's a nice boy* *He was ill*
auxiliary:	See: Passive; Past progressive; Present perfect; Present progressive
Contrasted with GO:	*I was at the station* *I went to the station*
+ GOING TO:	See Future
Imperative:	*Be careful! Be quiet!*
BECAUSE	
as subordinating conj.:	*He didn't come because he was ill*
WHY BECAUSE:	*Why did you leave? Because I was late* See under: Clauses, cause
BECOME	See: Inchoative
BEEN	See: Present perfect tense
BEFORE	
as adverb:	*I've never done it before*
as preposition:	*John came before 6 o'clock*
as subordinating conj:	*John came before I had left* *I'll speak to him before he leaves*
BEHIND	
as adv. particle:	*He's far behind*
as preposition:	*There's a tree behind the house*

BELIEVE
+ SO: *I believe so*

+ (THAT): *I believe (that) you're right*
See: Verb + THAT

BELONG TO *Who(m) does this book belong to?*
It belongs to me

BELOW
as adverb: *He's in the room below*

as preposition: *We were flying below the clouds*

BETWEEN *I was standing between two trees*
(i.e. between two. See: AMONG)

A BIT
as intensifier: *He's a bit tired*

BOTH *They both went home*
They're both ready
I want both of them
Both the shops are closed
See: ALL

BRING *Bring me it/Bring it to me*
See under: Direct Object; Indirect

BUT *He's not very tall, but he's very strong*
I'm tired but John isn't
He reads English but doesn't speak it

BY
an author: *It's by Shakespeare* (R)

as agent in passive: *This letter was written by Churchill* (R)

in adv. phrases of manner: *We'll travel by air*

+ time reference: *He'll be here by 6 o'clock* (R)
(i.e. at some time before)
compare: TILL/UNTIL

CAN
ability: *I can drive a car*

in offers of help: *Can I open the door for you?*

giving and seeking permission: *Can I smoke please?* (R)
You can smoke if you like (R)

referring to possibility/ impossibility/deduction *She can't be Danish; she must be Swedish*

with future time reference: *I can see you tomorrow*
See: COULD, MAY, MIGHT, ABLE TO, UNABLE TO

Cardinal numbers

Up to four digits
Over four digits and up to nine (R)
Pronounced /ou/ when making telephone calls
The use of 'zero' to refer to degrees

Causative form in requests:

Can I have my shirt washed please?

CERTAIN
to express certainty/ uncertainty:

I'm certain/not certain (R)

+ OF:

I'm certain of that (R)

+ THAT:

I'm certain (that) he'll come (R)
See under: Adjective + THAT-clause

CLAUSES
cause/reason: BECAUSE:

He hasn't come because he's ill
Why isn't he here, Because he's ill

AS:

As you can't come, we'll have to go without you

condition

I'll help you if I can
If he's here, I'll see him
If he comes tomorrow, I'll speak to him
See under: Verb + IF

place:

Put it back where it came from (R)

purpose: TO/IN ORDER TO:

He came to help me
He came here in order to help me (R)
See under: Verb + TO

relative:

See: Relative clauses

result: SO

He ate too much so he didn't feel well

THAT

He thought (that) I was ill
I'm certain (that) he's ill
It's a pity (that) you can't come
See under: Adjective; Verb

time:

I'll go out when it's dark
I'll write a letter while you go to the dentist
Other temporal conjunctions: AFTER, AS SOON AS, BEFORE, TILL, UNTIL (R)

COME
from a source/origin

These tomatoes came from Holland
Where do you come from?
I come from England

+ FOR A WALK/DRIVE:

Come for a walk

+ HOME:

I'll come home late

+ TO + NP:

He came to the cinema with me

+-ING form:

Come swimming with us (R)

+ particle:

Come on! Come in! Come out!

Comparative forms	
Adj with: -er (than)	*He's taller than John*
-y/ier (than)	*He arrived earlier than John*
-est:	*He's the tallest in the class*
-y/-iest:	*It's the heaviest in the (world)*
with more/most	*It's more expensive than mine* *It's the most expensive in the (shop)*
irregular forms:	better/best; worse/worst; less/least; more/most; farther/further/ farthest/ furthest
Adverb:	
with more/most:	*He drove more carefully than I did*
with er-est:	*He drove faster than I did*
Comparison	
as + adj. + as:	*He's as tall as I am* (R)
not so/as + adj. + as:	*He's not so/as tall as I am* (R)
as + adv. + as:	*He drove as carefully as I did* (R)
not so/ as + adv. + as:	*He didn't drive so/as carefully as I did* (R) See also: DIFFERENT, LIKE, SAME
Complex sentences:	See under: Clauses
Compounds of SOME, ANY, NO, EVERY	See under SOME-compounds
Compound nouns	e.g. POST-OFFICE; BUS-STOP; LETTER-BOX; POLICE-STATION Compare: TEAPOT/POT OF TEA See under: Nouns, partitive
Compound sentences	See under: AND, BUT, OR
Concord, e.g.	*Jane is a nurse. Mary is a nurse* *Jane and Mary are nurses* *I want a cup of coffee* *He wants a cup of coffee* *I don't smoke* *He doesn't smoke*
Conditionals	See under: Clauses, condition
Conjunctions	See: AND; AS WELL AS; BUT; OR; SO
Continuous tenses	See: Present Progressive; Past Progressive
Contractions e.g.	*I'm late* *You're early* *He can't come* *He doesn't like it*

	He's ill *He went to the party after he'd finished work* *I'd like some*
Copula	See: BE; Inchoative; semi-copula
Cost/price	*How much is it?* *It's £2.00/$4.00* *It costs £2.00/$4.00* *It's 10p/10 cents*
COULD	
past ability:	*I could swim very well when I was a boy*
in offers of help:	*Could I open the door for you*
in requests for help:	*Could you open the door (for me) please?*
in requests for permission:	*Could I smoke please?*
in suggestions:	*We could go to the seaside tomorrow*
referring to possibility/ impossibility/deduction:	*She couldn't be Danish; she must be Swedish*
with future time reference:	*I could see you tomorrow* See: CAN; MAY; MIGHT; ABLE TO; UNABLE TO
Countable nouns	See under: Nouns, unit
Countries e.g.	*He comes from France* *France is a big country* See under: Zero article
Dates	
spoken convention e.g.:	*January the first* *The first of January*
written convention e.g.:	*January 1st; January 1; 1st January; 1 January*
abbreviations:	*Jan., Feb., Aug., Sept., Oct., Nov., Dec.* (R)
Days of the week	
Including abbreviations:	*Mon., Tue., Wed., Thurs., Fri., Sat., Sun.* (R)
Deduction	See under: CAN, COULD, MUST
Definite article	See: THE: Zero article
Demonstratives	
adjectives	*This/that car is new* *This/that one is new* *These/those cars are new* *These/those are new*
pronouns:	*Give me this/that one* *What are these/those?* See also: Pronouns
Determiners	See under A; Demonstratives; Possessives; SOME, THE, Zero. See also: Quantifiers

DID/DIDN'T — See under: DO

DIFFERENT
This one is different
It's different from that
See: SAME
I want a different one

Direct object
She gave the money to me
Other verbs from Lexicon:
BRING, LEND, READ, SEND, SHOW, WRITE

She bought a present for me
Other verbs from Lexicon:
ANSWER, CORRECT, FILL, KEEP, SIGN, TRANSLATE

+ object + TO: — *He explained it to me*
See under: Verb + object + TO for list

Distance
How far is it?
It's two miles/two kilometres away
See under: HOW

DO/DID
as auxiliary: interrogative present and past (yes/no questions):
Do you like ice-cream?
Does he like ice-cream?
Did you write a letter?
Did he write a letter?

as auxiliary: negative present and past:
I don't like ice-cream
He doesn't like ice-cream
He didn't enjoy the meal

as full verb:
What are you doing.
What did you do?
That will do (R)

contrasted with MAKE:
What is she doing? (= performing)
What is she making? (= creating)

in imperatives (negative): — *Don't smoke*

in place of verb:
Who does/did? I do/did
John doesn't like ice-cream, but I do
John didn't enjoy the meal but I did

DOWN
as adverb particle: — *Sit down*

as preposition: — *We walked down the hill* (R)

Duration — See under: DURING, FOR, SINCE, WHILE and HOW (LONG)

DURING
while the event was in progress: — *He brought us some wine during the meal* (R)

during a period of time: — *We met him during the holidays* (R)

EACH
Ten pence each
Each room is the same

They gave us one each
Each of us got one

See EVERY

Echoed questions e.g.

I'm tired
Are you?

I'm not tired
Aren't you?

I went out last night
Did you?

See under: Question tags; short answers

EITHER

I can't swim either
See: TOO

ELSE

used after SOME, ANY, NO, EVERY compounds (See under: SOME), and WHO, WHAT

ENJOY
+ reflexive: *Enjoy yourself!* (R)
+ noun: *Did you enjoy your holiday?* (R)
+ gerund: *Do you enjoy listening to music?* (R)
See under: Verb + -ING

ENOUGH
predicatively *That's enough thank you*

after adj. or adv.: *That's not good enough*
He doesn't swim well enough

+ TO - infinitive: *I don't feel well enough to go out*
Select other suitable examples from the list given under Adjective + TO

as determiner/quantifier: *I haven't got enough money*

EVEN
used to invite comparisons: *I've even paid £5*
I can't even lift it
I paid even more

EVER
after HARDLY *I hardly ever see him*

with the present: *Do you ever play football?*

with the past: *Did you ever meet John?*

with the present perfect: *Have you ever been to Rome?*
Have you ever met John?
See: Adverbial of frequency; NEVER; Present perfect tense

EVERY *We see him every week*
Every boy will get a present
Every house has a white door
See: EACH

EVERYBODY, EVERYONE
as singular subject: *Everybody/Everyone believes that*

as singular object: *I can't tell everybody/everyone*
See under: SOME - Compounds

EVERYTHING
as singular subject: *Everything is ready*

as singular object: *I've seen everything*
See under: SOME - Compounds

EVERYWHERE *I've looked everywhere*
See under: SOME - Compounds

EXCEPT *Everyone came except John* (R)

Exclamations
after WHAT; *What a (beautiful) day!*

after HOW: *How nice!*

Existence: See under: THERE

EXPLAIN *Please explain!*
Please explain it to me
See under Direct object and Verb + Object + TO for list

FALL See: Inchoative verbs

FAR
basic use: *The museum isn't far*

+ AWAY: *It's far away*

+ FROM: *We live far from the town*
Compare: NEAR

in comparisons: See under: Comparative forms

+ TO: See under: Adjective + TO

FAST
as adj.: *It's a fast train*

as adv.: *We went very fast*

FEEL
as semi-copula: *He feels ill*
See under: Semi-copula

FEW
with plural unit nouns: *There are few good restaurants here*

comparisons: *I have fewer postcards than you have*
I have the fewest

A FEW (= A NUMBER OF): *I know a few good restaurants here*
See: LITTLE; Quantifiers

FIRST
as adj.: *The first guest arrived at 10*
as adv.: *Peter came first*
as ordinal: *I saw him on January 1st*

FOND OF
+ gerund *I'm fond of sweets*
I'm fond of reading

FOR
after adj. + gerund: *I'm sorry for troubling you*
destination/purpose: *He's leaving for Rome* (R)
This present is for my wife
duration: *I've waited here for two hours*
See: Present perfect tense

FORGET
+ to-infinitive: *I've forgotten your name*
I forgot to send you a card
See: Verb + TO
+ THAT *I forgot that it's Tuesday*

Frequency See under: Adverbial

FROM
a source/origin: *I bought this from Selfridges*
Where do you come from?
direction (movement): *The wind is from the east*
We flew from London
duration: *We lived here from 1940 till 1945*
The bank is open from 9.30 to 3.00

Future, ways of expressing
be going to: *We're going to fly to Rome tomorrow*
will ('ll): *I'll see you tomorrow*
with present progressive: *He's leaving tomorrow*
with simple present: *He leaves tomorrow* (R)

Genitive
of personal pronouns: *My name's Tom*
with apostrophe ('s or s'): *It's John's book*
It's James'(s) book
They're the children's books
The girls' clothes
They're my brother's
I bought it at the butcher's
with of-phrase *It's at the back of the station*

Gerund	*Reading is taught early* (R)
as subject/object	*I like reading*
after prepositions:	*I'm afraid of losing my way*
after certain verbs:	*I don't like swimming* See under: Verb + -ING
after FANCY, MIND:	*Fancy meeting you!* (R) *I don't mind waiting* (R)
GET	
referring to possession:	*I've got a new car*
referring to physical action:	*I got up at six*
= BECOME:	*He's getting old* (R) See: Inchoatives
= RECEIVE	*I got a letter from my brother*
+ particle:	*I got up/down/out/over, etc.*
GIVE	See: Direct object; Indirect object
GLAD	
to express pleasure:	*I'm glad*
+ TO-infinitive:	*I'm glad to see you* See under: Adjective + TO infinitive
+ THAT	*I'm glad (that) you're here* See under: Adjective + THAT clause
GO	
(= DEPART):	*Where did he go (to)?* *He went to London* *Why did he go?*
(= FUNCTION):	*The car would not go*
+ FOR A WALK/DRIVE	*I went for a walk* (R)
+ HOME:	*I went home*
+ TO + NP:	*I went to bed/the cinema*
+ -ING form:	*We went shopping* (R)
+ particle:	*I went out* *We went on* *Why did you go away?*
GOING TO	See: Future, Intention
GOLD	*This ring is made of gold* *It's a gold ring* Compare: WOOD/WOODEN (R); WOOL/WOOLLEN (R) Words from Lexicon which act as nouns and adjectives: GLASS, LEATHER, METAL NYLON, PLASTIC

GOOD	Irregular comparison. See under: Comparative forms. See also: Adjective + TO
GOT	See under: HAVE
Habit	See under: Present Tense
HALF	*It's half past three* *Give me half of it* *I want half a bottle*
HARD	
as adj.:	*It's hard work*
as adv.:	*We worked hard* See also: Adjective + TO
HARDLY	*I can hardly keep awake*
HARDLY ANY	*I've got hardly any money*
HARDLY EVER	*He's hardly ever late* Compare: Adverbial, of frequency
HATE	
expressing emotion, strong feeling etc.:	*I hate him* *I hate ice-cream*
+ gerund:	*I hate watching TV*
+ TO-infinitive:	*I'd hate to go there*
HAVE	
as full verb (= POSSESS):	*I have some money* *Have you any money?* *Do you have any money?*
(= EAT, DRINK, etc.):	*Let's have breakfast* *Have a drink*
(with ailments):	*I have a headache* *I have toothache*
as auxiliary:	*I've been there* *He's written to me*
causative:	*Can I have this shirt washed please?*
+ GOT:	*I've got a small caravan*
+ TO (necessity):	*Do you have to leave?* *I have to/don't have to see him* *I had to/didn't have to see him*
with CAN'T	*We can't have that* (R)
in present perfect:	*I've been to Paris* *I've bought a dress*
in past perfect	*I saw him after I had finished work*

HEAR

after CAN — *I can hear you*

as stative verb: — *I hear very well*
See: Present simple tense, stative verbs

Height

with reference to people: — *How tall are you?*
I'm 5 feet 6/1 metre 80

with reference to things: — *How tall/high is it?*
It's 50 feet (tall/high)
It's 20 metres (tall/high)
See under: HOW

HERE

adv. place (stress)ed: — *It's here*
Here he is

to indicate: — *Here it is*
Here's the bus

to wish well: — *Here's to ...*

HIGH

with reference to things only: — *That's a high building/mountain*
See: LOW, TALL

HOME — *I go home at 6*
I leave home at 6 in the morning
I come home at 6 in the evening

HOPE

+ SO: — *I hope so/not*

+ (THAT): — *I hope (that) you're right*
See: Verb + THAT

+ TO - infinitive: — *I hope to see you soon*
See: Verb + TO

HOW

asking for adv. manner: — *How does he drive?*

in exclamations: — *How nice!*
Compare: WHAT

+ adj. with reference to

age:	*How old is he?*
cost/price:	*How much is it?*
distance:	*How far/near is it?*
height:	*How high/tall is it?*
	How tall is he?
length:	*How long is it?*
quantity:	*How much/many do you want?*
size:	*How big/small/wide (R) is it?*
temperature:	*How hot/cold is it?*
weight	*How heavy/light is it?*
width	*How wide (R) is it?*

+ adv.: — *How soon/often ...? etc.*

duration/time: *How long were you in Rome?*
How long ago were you in Rome?

repeated actions: *How many times ... ?*
See under: MANY; Present perfect tense

If
in indirect Yes/No question: *I wonder if you could help me*
See under: Indirect speech

in conditional clauses: See under: Clauses, conditional

verb + IF: See under: Verb - IF

Imperatives: *Sit down!*
Don't say that!
Be careful!
Have a cigarette!
Put your coat on!

Impersonal construction: See: IT

IN
as adv, particle: *Come in!*

referring to things worn: *Which boy? The one in the white shirt* (R)

referring to place: *He's in bed*
He's in the garden
He's in Sweden

referring to time: *I'll see you in July/in 19-*
It often rains in (the) winter
I'll see you in two weeks' (time)

IN FRONT OF: *There's a tree in front of the house*

IN ORDER TO: *He came here in order to help me* (R)
See under: Clauses: purpose

Inchoative verbs
BECOME: *Oil has become very expensive*

GET: *He's getting old* (R)

FALL: *He fell ill* (R)

Indefinite article: See: A/An, Zero

Indefinite pronoun: See: SOME - compounds

Indirect object: *She gave the money to me*
For other verbs, see: Direct object

She brought me a present
For other verbs, see: Direct object

Indirect speech
statements: *He says / tells me) he is ill / likes ice-cream / can/may/will come*

tense changes: *He said / told me) he was ill / liked ice-cream / could/would come*

questions:

no tense change:	*He asks if he can/may go* *He asks if you like it* See under: Verb for Verbs + IF
tense changes	*He asked if he could go* *He asked if you were enjoying it*
(+ question word):	*He asked me when I would arrive*
imperatives:	*He told me to go* *I told him to go*
Infinitive after LET:	*Please let me help you*
as object: e.g.	*I want to go* See under: Verb + TO
complementation of adj.: e.g.:	*I'm afraid to go* See under: Adjective + TO; Clauses
expressing purpose: e.g.	*I've come here to help you*
TO:	*It's hard to say*
or - ING:	*I like to lie/lying in the sun* See under: Verb + TO, Verb + -ING
-ING form	See under: Gerund; Infinitive
INSIDE	
as particle:	*He's inside*
as preposition:	*He's inside the museum*
Instrument	See under: WITH, WITHOUT
Intensifiers	*It's a lot/a bit/ a little/ much better* See also under: QUITE, RATHER, TOO, VERY
Intention	
with GOING TO:	*I'm going to write him a letter*
with WILL:	*I will write him a letter*
Interrogative form	
of auxiliaries/modals:	*Is he here?* *Has he (got) a car?* *Can you speak English? etc.*
negative questions:	*Isn't he here?* *Hasn't he (got) a car?* *Can't he speak English? etc;*
with DO/DOES/DID:	*Do you like ice-cream?* *Does he like ice-cream?* *Did he write to you?*
negative questions:	*Don't you like ice-cream?* *Doesn't he like ice-cream?* *Didn't he write to you?*
with Question Words (WHO and WHICH) as subject (no inversion):	*Who told you that?* *Which bus goes to Oxford Circus?*
WHO(M)? WHAT? WHICH? WHOSE? HOW? WHEN? WHERE? WHY? (with inversion):	*Who(m) did you see?* *What is she doing?* *Which one have you bought? etc;*

prepositional ending: *What are you looking at?*

INTO *Let's go into the house*

Intonation
especially with reference to:
WH-questions and Yes/No-questions
echoed questions
a question in statement form
requests and commands

Intransitive verb See under: Verb

Invitations See under: CAN, COULD, WILL, WOULD

Irregular adjectives See under: Comparative forms

Irregular plurals See under: Plural nouns

Irregular verbs
The following occur in the Lexicon:

be	was	been
become	became	become
begin	began	begun (R)
break	broke	broken
bring	brought	brought
burn	burnt	burnt
buy	bought	bought
choose	chose	chosen
come	came	come
cost	cost	cost (R)
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forbid	forbade	forbidden (R)
forget	forgot	forgotten
freeze	froze	frozen
get	got	got (gotten R)
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid

put	put	put
read	read	read
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sit	sat	sat
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
write	wrote	written

IT as subject

It's fine
It's raining
It tastes good
It hurts
What's it like?

+ adj. + TO-inf.: *It's nice to see you*
See under: Adjective + TO; Pronouns

JUST
in present perfect: *I've just seen him*
See: Adverbial, of frequency

LAST
as adj.: *The last guest arrived at 10*
as adv.: *Peter came last*
in time references: *I saw him last night. etc.*
Compare: NEXT

LATE
as adj.: *We are late*
as adv.: *We arrived late*

LATELY *Have you seen John lately?*

LEAST
comparisons *This one is the least expensive*

Length *How long is it?*
It's two yards/two metres long
See under: HOW

LESS
with mass nouns: *I want less (sugar) please*

comparisons: *I have less time than you have*
It's less expensive than yours

LET
(= ALLOW) *Let me help you*
Rooms to let
See under: Infinitive

LET'S
in suggestions: *Let's go to a show tonight*
See: SHALL

LIKE
after WOULD: *Would you like ... ?*
as an adv.: *You do it like this*
as a verb: *I like your brother very much*
I like ice-cream
in comparisons: *What's it like?*
It's like an orange/like tea
+ TO-infinitive: *I'd like to see a film*

LITTLE
with mass nouns: *There's very little time*
comparisons: *I have less money than you have*
A LITTLE (= A QUANTITY OF): *May I have a little sugar please?*
as intensifier *It's a little better*

LONG
distance: *It's a long way*
duration: *I haven't seen him for a long time*

LOOK
as semi-copula: *You look ill*
It looks nice
as verb: *Look at this!*
+ particle: *Look out!*

A LOT
as intensifier *He's a lot better now*

A LOT OF/LOTS OF
in affirmative statements with
mass and unit nouns: *I've got a lot of/lots of time/books*

LOVE
expressing emotion/strong
feeling etc.: *I love you*
I love ice-cream

+ gerund — *I love watching TV* (R)

+ TO-infinitive: — *I love to watch TV* (R)

after WOULD: — *I'd love to see that film* (R)

LOW

with reference to things only: — *That's a low building/mountain*
See: HIGH

MAKE

basic meaning: — *I made it myself*
This dress is made of wool

contrasted with DO: — *What is she making?* (= creating)
What is she doing? (= performing)

MANY

as quantifier: — *I've got too many*

in negative statements with unit nouns: — *There aren't many taxis in this town*

+ TIMES — *How many times have you been to Paris?*
Four times
See under: HOW; Present perfect tense

Mass nouns — See under: Nouns

MATTER — *What's the matter?*
It doesn't matter

MAY

permission: — *May I leave now?*

requests: — *May I have some please?*

uncertainty/possibility: — *Perhaps I may see you again*

with future time reference: — *I may see you tomorrow*

Meals

no article before meals: — *I'm going to have breakfast/lunch etc.*
See: Zero article

Measures/volume: — PINT, GALLON, as given in the Lexicon

MIGHT

possibility: — *I might go there tomorrow*

suggestion: — *We might go to a show tonight*
See: MAY

MIND

basic meaning — *I don't mind* (R)

+ IF: — *I don't mind if he joins us* (R)

polite requests — *Would you mind opening the window?* (R)
See: Gerund

warning: — *Mind the gap!* (R)

Modals — See under: CAN, COULD, MAY, MIGHT, MUST, NEED, OUGHT TO, SHALL, SHOULD, WILL, WOULD

Months of the year — See under: Dates

MORE
- with mass and unit nouns: *I need more stamps/time*
- comparisons: *I have more than you have*
  It's more expensive than yours

MOST
- with mass/unit nouns: *Most people don't know this*
- in comparisons: *This one is the most expensive*

Motion — See under: Prepositions

MUCH
- as adverb: *You smoke too much*
  I shouldn't smoke so much
  I don't like it very much
- as quantifier: *I've got too much* (Compare: MANY)
- as intensifier: *This is much better*
- in negative statements with mass nouns: *There isn't much sugar*
  See under: HOW

MUST
- deduction: *She must be Danish; she can't be Swedish*
- necessity/obligation: *I must leave immediately* (R)
  See under: HAVE + TO
- prohibition: *We mustn't smoke in the theatre*
  NEEDN'T: See under: NEED
- with future reference: *I must see you tomorrow*
- with past reference: HAD TO: See under: HAVE + TO

Names — See under: Nouns; Zero article

Nationalities — As required

NEAR
- as adverb: *The village is quite near*
- as preposition: *We live near the cathedral*
  Compare: FAR FROM

Necessity — See under: HAVE, MUST, NEED (absence of necessity)

NEED
- as full verb: *I need a new coat*
  I don't need a new coat
  Do you need a new coat?

as modal (absence of necessity): *We needn't do it* (R)
MUSTN'T: See under: MUST

Negative form
of BE/auxiliaries/modals: *He isn't here*
He hasn't got a car
He can't speak English, etc;

negative questions: *Isn't he here?*
Hasn't he got a car?
Can't he speak English? etc;

with DO/DOES/DID: *I don't like ice-cream*
He doesn't like ice-cream
He didn't write to me

negative questions: *Don't you like ice-cream?*
Doesn't he like ice-cream?
Didn't he write to you.

Negative interrogative: See under: Interrogative forms, Negative form

NEVER
with the present: *I never play football*

with the present perfect: *I've never been to Rome*
I've never met John
See: Adverbial of frequency, EVER; Present perfect tense

NEW
with reference to things: *His car is new*
See also: OLD; YOUNG

NEXT
as adj.: *He's in the next room*

as adv.: *What's next?* (R)

in time references: *I'll see you next week, etc.*
Compare: LAST

+ TO (preposition): *I sat next to John*

NO
in negative answers: *No, thank you*

(= NOT ANY): See under: SOME

NO-Compounds: See under: SOME-compounds

NOBODY, NO ONE: See under: SOME compounds

Nominalization: See under: IT

NONE: See under: SOME

NOT: See under: Interrogative form; Negative form; HOPE, RATHER and SUPPOSE

NOT ... ANY: See under: SOME

NOT ... MUCH/MANY — See under: MUCH; MANY

NOTHING — See under: SOME-compounds

NOUNS
- common: A CAMERA, AN ORANGE etc.: as specified in Lexicon
- compound: POST-OFFICE, LETTER-BOX etc.: as specified in Lexicon
- count/countable: A CAMERA, AN ORANGE etc.: as specified in Lexicon
- mass: SUGAR, COFFEE etc.: as specified in Lexicon
- mass or unit: BEER/A BEER, COFFEE/A COFFEE etc.: as specified in Lexicon
- partitive: A PIECE/SLICE etc.: OF: as specified in Lexicon
- plural: See under: Plural nouns
- proper: Names of people and places as required
- unit: See: Count/Countable above

  See also: A/AN; plural nouns; SOME; THE; Zero article

NOWHERE — See under: SOME-compounds

Number — See: Plural nouns

Numbers — Cardinal and ordinal

OF — See under: Genitive; Prepositions

A CUP OF COFFEE: See under: Nouns: partitive

OFF
- as particle: *Keep off!* *Take it off*

Offers — See under: CAN, COULD, LET, SHALL

OFTEN — *He's often late* See: Adverbial, of frequency

OLD
- as opposite of NEW: *His car is old*
- and YOUNG: *He is old*
- comparisons: people and things: *He's older/the oldest* *It's older/the oldest*

ON

in adv. manner:	*On foot*
as adv. particle:	*Come on!*
(= FORWARDS):	*We went on*
focussing:	*I cannot give you any information on train services* (R)
referring to place:	*It's on the table*
referring to time:	*I'll see you on Monday* *I go there on Mondays* *I went there on July 17th* *I went there on Monday, July 17th*

ONCE — *He came (only) once*
He comes here once a week
See also: A/AN

ONE

as pronoun/propword:	*Which one? The red one* *I like the red one better*
distinguishing from A/AN:	*I want one book and not two*
in place of A/AN + Unit	*I've got one*

ONES

as pronoun/propword:	*Which ones? The red ones* *I like the red ones better*
in place of plural unit:	*I've got some big ones*

ONLY

positions:	*I only wanted to help you* *He came only once*

OR

joining words or phrases:	*It's black or white*
joining clauses:	*We can go to the beach or stay at home*

Ordinal numbers — **Up to two digits: e.g. 20th, 21st, 22nd, 23rd, 24th, etc.**

OTHER

(= ALTERNATIVE):	*Give me the other book* *Give me the other one/ones* **See: ANOTHER**

OUGHT TO

advisability/desirability/duty:	*You ought to see a doctor* (R)
inadvisability/disapproval:	*You oughtn't to do that* (R) **See: SHOULD**

OUT as particle — *We walked out*

OUT OF	*He came out of the house*
OUTSIDE	
as particle:	*He's outside*
as preposition:	*He's outside the museum*
OVER	*We flew over the city*
OWN	
(MY OWN = MINE, etc.):	*This is my own (book)*
as stative verb:	*He owns a house in the country*
Particle	See: Adverbial particle; Adverbial: transposable particle
Participle	See: Past participle; Present participle
Partitive	See under: Nouns, partitive
Passive	
simple present:	*The train is delayed* (R)
simple past:	*The train was delayed* (R)
present perfect:	*The train has been delayed* (R)
future and modals:	*The train will be delayed* (R)
with BY-phrase:	*This book was written by Churchill* (R)
direct/indirect	*John was killed* (R) *I was given a book* (R)
PAST	
as preposition:	*It's half past 3.0* *He walked past the house*
Past continuous tense	See: Past progressive tense
Past participle	
after HAVE/HAD in Present/ Past perfect:	*I've broken my watch*
in passive construction:	*He was killed in an accident* (R)
used adjectivally:	*My watch is broken* *The shops are closed* *I found a broken watch*
Past perfect tense	
with AFTER:	*After I had finished I left*
with BEFORE:	*I left before I had finished*
with WHEN:	*When I had finished I left*
Past progressive tense	
with e.g. WHEN (progressive and past: interrupted actions):	*When I was leaving the hotel I met Harry*

with e.g. WHILE (parallel actions):	*I was working in the garden while my wife was cooking the dinner*
Past tense	
with irregular verbs:	See: Irregular verbs
with regular verbs:	See: Regular verbs
with exact time reference:	*He left a week ago* etc.
Period of time	See under: BY, DURING, FOR, SINCE, WHILE
Permission	See under: ALLOWED TO; CAN; COULD; MAY
Personal pronouns	See under: Pronouns
Phrasal verbs	
intransitive:	e.g. *Come in*
transitive:	e.g. *Put on your coat* *Put your coat on* *Put it on*
PIECE OF	See under: Nouns, partitive
Place	See under: Adverbial, Preposition
Plural nouns	
Form and spelling:	
+ -s:	CARS, SOCKS, CUPS, etc.
+ -es:	POTATOES, GLASSES, WATCHES, BRUSHES, BOXES, etc.
consonant -y to -ies:	BABIES, LAVATORIES, (R) etc.
-fe to -ves:	KNIVES, WIVES, THIEVES, LIVES, etc.
irregular:	CHILDREN, FEET, MEN, PENCE, TEETH, WOMEN
used only as plural:	GLASSES, PEOPLE, POLICE, SCISSORS, TROUSERS
used only as singular:	HAIR, INFORMATION, BAGGAGE (R), LUGGAGE, FURNITURE, NEWS, SPAGHETTI and mass nouns (SUGAR, COFFEE, etc.)
Pronunciation:	
/s/ after 'k', 'p', 't':	SOCKS, POTS, CUPS, etc.
/z/:	CARS, DOGS, LETTERS, etc.
/iz/:	HOUSES, WATCHES, etc.
Point	
in space:	See under: Adverbial, place, Prepositions
of time:	See under: Adverbial time; Prepositions; AT; BY; IN; ON; SINCE

Possession	See under: HAVE, OWN
Possessive	See under: Pronouns; Genitive
Possibility	See under: CAN, MAY, MIGHT, COULD
Predicative	See under: Adjectives
Preference	See under: Rather
Prepositions	See: ABOUT, ABOVE, ACROSS (R), AGAINST, ALONG (R), AMONG (R), AT, BEHIND, BETWEEN, BY, DOWN, DURING (R), FOR, FROM, IN, INSIDE, INTO, NEXT TO, OF, ON, OUT OF, OUTSIDE, ROUND, SINCE, THROUGH, TO, UP, WITH
after adjective/verb:	See under: Adjectives; Verbs
at the end of a question:	*What are you looking at?*
before a gerund:	See: Gerund
of motion:	TO, FROM, etc.
of position:	IN, AT, etc.
of time:	IN, AT, etc.
Present continuous tense	See: Present progressive tense
Present participle	
as adj.	*It's surprising*
in progressive aspect:	*He's writing* *He was writing*
Present perfect tense	
BEEN and GONE:	*Have you ever been to Paris?* *I went there last year*
no time reference:	*He has left*
repeated actions:	*I've been there again and again* *I've met him several times*
with EVER, NEVER	*Have you ever met John?* *No, I've never met him*
with (NOT) ... YET/ALREADY	*Has your friend come yet?* *No, he hasn't come yet* *He's already left*
with SINCE + exact time reference:	*I've been here since Thursday* *I haven't seen him since Monday*
with FOR + a period of time:	*I've been here for a month*
Present progressive tense	
current action:	*What are you doing (now)?* *I'm reading*
with future reference:	*He's leaving tomorrow*
Present simple tense	
habitual:	*He washes his hands before a meal* *He usually arrives at 8*

with future reference: *The train leaves at 6.27*

with stative verbs: *He wants some coffee*
cp. BELIEVE, BELONG TO (R), FORGET, HEAR, KNOW, LIKE, LIVE, LOVE, MEAN, NEED, OWN, REMEMBER, SEE, SMELL, UNDERSTAND

Progressive aspect — See under: Present progressive tense; Past Progressive tense

Prohibition — See under: ALLOWED TO, MUST

Pronouns

indefinite: — See under: SOME, SOME-compounds

personal

subject: — I, we, he, she, it, they, you

object: — me, us, him, her, it, them, you

possessive adjectives and pronouns: — my, mine; our, ours; his, his; her, hers; its; your, yours; their, theirs

reflexive: — myself, himself, herself, itself, ourselves, yourselves, themselves

Proper nouns — See under: Nouns

Purpose — See under: Clauses, purpose

PUT ON — *Put on your hat*
Put your hat on
Put it on
See under: Adverbial, transposable particle

Quantifiers/Determiners — See under: ALL; A LOT OF; SOME; MANY; MUCH; HARDLY ANY; ENOUGH; LITTLE; FEW; SEVERAL; HALF; NOUNS partitive

Quantity

of mass: — *How much do you want?*
I want a slice
a pound (lb) a kilo (kg)
a little etc.

of units: — *How many do you want?*
I want five
two pounds (lbs) two kilos (kgs)
a few etc.
See under: HOW; MANY; MUCH; Quantifiers; SOME

Questions — See: Echoed questions; Indirect speech; Interrogative form; Prepositions

Question tags — *He's here isn't he?*
He isn't here, is he? etc.

QUITE

as intensifier: — *He's quite old*
See: RATHER: TOO: VERY

RARELY — *He's rarely late*
See: Adverbial, of frequency

RATHER
as intensifier: — *He's rather old*
See: QUITE: TOO: VERY

preference: — *I'd rather go for a walk than stay at home*
I'd rather not

Reason — See under: Clauses, cause/reason

Reflexive pronouns — See under: Pronouns

Regular verbs — Verbs as given in Lexicon
+ -d, + -ed /d/ — e.g. SERVED, ANSWERED, etc.
+ -ed /t/ — e.g. WASHED, etc.
+ -ed /id/ after /t/, /d/ — e.g. POSTED, etc.
+ -ied /aid/ or /i:d/ in place of consonant + -y: — e.g. TRIED, CARRIED, etc.

Relative clauses
included subject: — *She's the girl who works in the office*
They're the girls who work in the office
She's the girl that works in the office (R)
They're the girls that work in the office (R)
That's the train which/that (R) *leaves at 6*

included or deleted object: — *That's the girl (whom) I met yesterday*
They're the girls (whom) I met yesterday
That's the book (which/that) I bought yesterday
They're the books (which/that) I bought yesterday

prepositional ending: — *That's the man (whom) I told you about*
That's the hotel (which/that) I stayed at

REMEMBER
+ object — *I remember my first visit to your country*
+ to - purpose — *Please remember to post my letter*
+ -ing (recollection): — *I remember seeing him last year*
+ THAT: — *I remember (that) he went there last year*

Reported speech — See: Indirect speech

Requests — See under: CAN, COULD, MAY, WILL, WOULD, Causative and Suggestions

RIGHT
after BE: — *The answer is right*
You're right

ROUND
as adj.: *It's round*

as prep.: *There's a wall round the garden*

SAME
This one is the same
It's the same as that
They came home at the same time
See: DIFFERENT

SAY
See under: Indirect speech; Verb + Obj. + TO; Verb + THAT

SEE
after CAN: *I can see you*

as stative verb: *I see quite well*
See: Present simple tense, stative verbs

(= UNDERSTAND): *Oh - I see!* (R)

(= MEET; also progressive aspect): *I'll see you tomorrow*
I'm seeing him tomorrow

SELDOM
He's seldom late (R)
See: Adverbial, of frequency

Semi-copula
FEEL: *He feels ill*

LOOK: *He looks ill*
It looks nice

SMELL: *It smells good*
(it has a nice smell)

TASTE: *It tastes good*
(it has a nice taste)

SEND
Send me it/Send it to me
See under: Direct object; Indirect object

SEVERAL
as adj.: *There were several people there* (R)

repeated actions: *I've been there several times* (P)
See under: Present perfect tense

Sequence of tenses
See under: Clauses, condition/time Indirect speech; SINCE

SHALL
in offers and suggestions: *Shall I help you?*
Shall we go home now?
See: LET; LET'S

Shape — *It's round/square, etc.*
See under: HOW, WHAT

SHORT
as adj. opposite of LONG and TALL: — *It's short* / *He's short*

duration: — *For a short time*

Short answers, e.g.
adj. complement: — *What colour is it?* / *Black*

Adv. place/Prep. phrase: — *Where is he?* / *In the garden*

Adv. time: — *When will he be here?* / *On Monday*

NP object: — *What's he reading?* / *A book*

NP subject/Subject + BE/ auxiliary/modal: — *Who's waiting?* / *Bob is*; *Who likes ice-cream?* / *I do*; *Who broke the window?* / *I did*; *Who can help me?* / *I can, etc.*

Yes/No tag answers: — *Is he here?* / *Yes, he is/No, he isn't, etc.*

SHOULD
advisability/desirability/duty: — *You should see a doctor*

inadvisability/disapproval: — *You shouldn't do that*
See: OUGHT TO

SHOW — *Show me it/Show it to me*
See under: Direct object; Indirect object

Simple past tense — See: Past tense

Simple present tense — See: Present simple tense

Simple sentences
not more than two complements: — *I'll see you on Monday* / *Let's go into the garden now*

SINCE
+ exact time reference: — *I've been here since Thursday* / *I haven't seen him since Monday*
See: Present perfect tense

Size

How big is it?
It's very big

What size do you want?
Size 8, Size 42, etc.
See under: HOW, WHAT

SMELL

as semi-copula: *It smells good*

as verb of perception: *I can smell gas*
I smell gas
Smell it!
See: HEAR; SEE; Present simple tense; stative verbs

SO

(= THEREFORE): *So I was right*
He didn't arrive so I left

+ adj.: *I'm so glad*

after BELIEVE, HOPE, SUPPOSE and THINK: *I believe/hope/suppose/think so*

NOT SO/AS ... AS *He's not so/as big as his brother*

SOME, ANY, NO +mass/plural units

SOME

affirmative: *I've got some sugar/magazines*

questions, expecting 'yes': *Would you like some sugar/magazines?*

ANY

negatives: *I haven't got any sugar/magazines*

questions: *Have you got any sugar/magazines?*

NO

+ noun (= NOT ANY): *I've got no sugar/magazines*

SOME-/ANY-/NO-/EVERY-/compounds

SOMEONE	ANYONE	NO ONE	EVERYONE
SOMEBODY	ANYBODY	NOBODY	EVERYBODY
SOMETHING	ANYTHING	NOTHING	EVERYTHING
SOMEWHERE	ANYWHERE	NOWHERE	EVERYWHERE

SOME-/ANY-/NO- Compounds follow basic SOME/ANY/NO pattern

See under: EVERYBODY, EVERYONE, EVERYTHING, EVERYWHERE

SOMETIMES *Sometimes he's late*
He's sometimes late
He's late sometimes
See: Adverbial, of frequency

SOON	*We're too soon*
(= EARLY):	
with future reference:	*I'll see you soon*
	See also: AS SOON AS
SORRY	
to apologize:	*I'm sorry*
+ TO -infinitive:	*I'm sorry to hear that*
+ THAT:	*I'm sorry (that) you can't come*
	See under: Adjective + TO/THAT
+ IF:	*I'm sorry if I have hurt you*
SPEAK	
a language:	*Do you speak English?*
	Compare: SAY and TELL
SPELLING	See under: Plural nouns; Regular verbs
Stative verbs	See under: Present simple tense; stative verbs
STILL	
affirmative	*He is still here*
to emphasise continuity:	*He's been here since yesterday and he's still here*
	He's still working on it
	Is he still here?
STOP	
+ gerund:	*We stopped at 9*
	He stopped talking
Subordinating conjunctions	AFTER, BECAUSE, BEFORE, IF, IN ORDER TO, SINCE, THAT, TILL, TO + inf., UNTIL (R), WHEN, WHERE (R), WHILE (R)
	Passim. See under: Clauses
SUCH (A/AN)	
(+ adj) + noun:	*He's such a nice boy!* (R)
	He's such an interesting man! (R)
	It was such fun (R)
Suggestions	*Why don't you ...?* (R)
	Shall we ...?
	Let's .. ?
	Will you ...?
	Would you ...?
	We might ... (R)
	What about ....

SUPPOSE
+ SO: *I suppose so/not* (R)

+ (THAT): *I suppose (that) you're right* (R)
See under: Verb + THAT

obligation: *Are you supposed to do that?* (R)
See under: Adjective + TO

Tags — See under: Question tags; Short answers

TAKE — *How long does it take?*
It takes two hours

TALL
with reference to people and things: *He's tall*
It's a tall building
See: HIGH, SHORT

TASTE
as semi-copula: *It tastes good*
(It has a good taste)

as verb: *Taste it!*

TELL — See under: Indirect speech; Verb + object + TO; Verb + THAT

+ ABOUT — *Tell me about it*

Temperature — *How hot/cold is it?*
It's 70° (Fahrenheit)
It's 20° (Centigrade/Celsius)
See under: HOW

Temporal clauses — See under: Clauses, time

Temporal conjunctions — See under: Clauses, time

Tenses — See under: Future; Present; Past

THAN — See under: Comparisons; RATHER

THAT — See under: Adjectives; Clauses, Demonstrative; Relative clauses

THE
definite article: *Which one? The red one*
Which ones? The red ones

singular unit: *The car in the garage is new*

plural units: *The cars in the garage are new*

mass noun: *The tea in that pot is cold*

topographical: *We went down the Thames*
We went to the Alps
See under: Zero Article

referring to one only: *The sun is hot*
Close the door

referring to place:	*I'm going to the butcher's/the cinema/the seaside*
THEN	
(= AT THE TIME):	*I'll see you then*
(= AFTER THAT):	*I was at the corner. Then he saw me*
THERE	
adv. place (stressed):	*It's there* *There he is!*
existential (unstressed):	*There's a man at the door* *There was no one there* *There's been an accident*
(= TAKE PLACE)	*There will be a concert tomorrow*
THESE	See under: Demonstratives
THINK	
+ SO:	*I think so./ I don't think so*
+ (THAT):	*I think that you're right* See under: Verb + THAT
+ OF:	*I'm thinking of going home tomorrow*
THIS	See under: Demonstratives
THOSE	See under: Demonstratives
THROUGH	*We drove through the centre of the town*
TILL/UNTIL	*I'll be here till/until (R) 6 o'clock*
NOT... TILL/UNTIL	*I won't be here till/until 6 o'clock* (R) Compare: BY
Time	
telling the time including reference to the 24 hour clock	
of day/greetings, etc.	THIS MORNING, etc. GOOD MORNING, etc.
Point of time	See under: Adverbial, of time; AT: IN: ON
Titles	
as in:	*Mr (Tom) Jones; Mrs (Mary) Smith;* *Miss (Jane) Brown; Ms (Jane) Brown,* *Dr (Frank) Wright*
when addressing a physician	*e.g. Yes, doctor*

TO
- after adjectives: *I'm sorry to hear this*
- after TOO + adj.: *It's too heavy to lift*
- after Adj. + ENOUGH: *It's cheap enough to buy*
  See under: Adjectives
- as preposition: *He went to the cinema*
  He went to bed
- in infinitive constructions: *I want to see him*
  See under: Verbs
- purpose: *I went there to meet him*
  See under: Clauses, purpose

TOO
- (= ALSO): *I'll come to the party, too*
  See: EITHER
- as intensifier (= EXCESSIVELY): *It's too heavy*
  It's too heavy to lift
  See: QUITE, RATHER, VERY; Adj. with TOO/ENOUGH + TO/infinitive

Transitive verb — See under: Verb

UNABLE TO
- interchangeable with CAN'T: *He's unable to speak English* (R)
- future: *He'll be unable to see you tomorrow* (R)
- past (= DIDN'T MANAGE TO): *I was unable to get any tickets* (R)

Uncountable noun — See under: Nouns

UNTIL — See: TILL

UP
- as particle: *Wake up!*
- as preposition: *We walked up the hill*

Verb — See under: BE, DO, HAVE (auxiliaries)
Inchoative
Irregular
Phrasal
Regular
Stative (see Present simple)
Tense (under Present; Past)

- + IF: Some verbs from the Lexicon that will combine with IF: ASK, FORGET, KNOW, MIND (R), REMEMBER, WONDER (R)
- + -ING: Some verbs from the Lexicon that will combine with Verb-ING: BEGIN (R), ENJOY (R), FINISH (R), HATE (R), LIKE, LOVE, MIND (R), REMEMBER (R), START, TRY (= EXPERIMENT)

+ TO:	Some verbs from the Lexicon that will combine with TO: AGREE, ALLOW, BEGIN (R), DECIDE, DISLIKE (R), EXPECT (R), FAIL, FORGET, HATE (R), HOPE, INTEND, LEARN, LIKE, LOVE, NEED (R), PROMISE (R), REMEMBER, SAY, SPEAK, TRY (= ATTEMPT TO)
+ Object + TO:	Some verbs from the Lexicon which will combine with object + TO: ASK, EXPLAIN, HELP, INTRODUCE (R), ORDER (R), PROMISE (R), REQUEST (R), SAY, TELL
+ THAT:	Some verbs from the Lexicon that will combine with THAT: AGREE, BELIEVE (R), DECIDE, EXPECT (R), FEEL, FORGET, KNOW, MEAN, PROMISE (R), REMEMBER, SEE, SUPPOSE (R), TELL SOMEONE, UNDERSTAND
+ Preposition:	Prepositions that will combine with some of the verbs in the Lexicon: APOLOGIZE FOR (R), ARRIVE AT, ASK FOR BORROW FROM, CORRESPOND WITH (R), DIFFER FROM (R), EXCUSE FOR, LEAVE FOR, LOOK AT, SMELL OF, WAIT FOR
Verb used intransitively:	*I'm waiting* *I'm reading etc.* *Look! Listen! etc.*
Verb used transitively:	*I'm reading a book* *I'm putting on my coat* *Look at this picture*
VERY as intensifier:	*He's very old* See: QUITE, RATHER, TOO
WANT	*I want a new suit* See under: Present simple tense, stative verbs
WANT TO	*I want to go home* See under: Verbs: + TO infinitive
WEATHER	*What's the weather like (today)?* *What's it like (today)?*
WELL as predicative adj.:	*I feel well*
as adverbial of manner:	*I can't write English very well*
WHAT in WH- questions:	See under: Interrogative form
in exclamations:	*What a surprise!* (R) Compare: HOW
(= THE THING WHICH):	*What you say is wrong*

with reference to size: *What size is it?*
See under: HOW

WHEN
in WH- questions: See under: Interrogative form

as temporal conjunction
(= THE TIME WHEN): *I'll go out when it is dark*

WHERL
in WH- question: See under: Interrogative form

as conjunction
(= THE PLACE WHERE): *Put it back where it came from* (R)

WHICH
in WH- question: See under: Interrogative form

as relative: See under: Relative clauses

WHILE
(= DURING THE TIME WHEN): *I'll write a letter while you go to the dentist* (R)
See under: Clauses, of time; Past Progressive tense

WHO
in WH- questions: See under: Interrogative form

as relative pronoun: See under: Relative clauses

WHO(M)
in WH- questions: See under: Interrogative form

as relative pronoun: See under: Relative clauses

WHOSE
in WH- questions: *Whose case is this?* (R)
Whose is this case? (R)

as relative: *I don't know whose it is* (R)

Width *How wide is it?* (R)
It's two yards/metres (wide) (R)
See under: HOW

WILL 'LL
plain future: *I'll/I won't see you tomorrow*

promise: *I'll help you as soon as I can*

in invitations, requests: *Will you come?*

instructions: *Will you help me?*
Will you open the window?

in predictions: *This medicine will/won't help you*

WITH
(= ACCOMPANYING; IN THE COMPANY OF): *We'll take John with us*
I'll be with you in 5 minutes

instrumental: *You can open the door with this key*

possession, personal characteristics: *The man with the black bag*
The girl with the blue eyes
See: IN

WITHOUT
(= NOT ACCOMPANYING): *We'll go without John*

instrumental: *You can't open the door without the key*

not possessing: *I've come without my bag*

+ gerund: *We sat there without talking*

WONDER
+ IF: *I wonder* (R)
I wonder if you could help me?(R)

WOOD/WOODEN *This box is made of wood*
It's a wooden box
Compare: GOLD; WOOL

WOOL/WOOLLEN *This dress is made of wool*
It's a woollen dress
Compare: GOLD/WOOD

WOULD
in offers, invitations: *Would you like some ice-cream?*
Would you like to go out tonight?

requests: *Would you open the window please?*
Would you mind opening the window? (R)

Word order
Basic statement pattern: (Time)/Subject/Verb/Object/Manner/Place/(Time)

For changes from this pattern see: Adverbial, of frequency; Interrogative form

WRONG
after BE: *The answer is wrong*
You're wrong

+ TO infinitive: *It's wrong to ask*
See under: Adjective + TO - inf. for list

Years
spoken convention: e.g. *nineteen hundred, nineteen one, nineteen two, etc.*

written convention *1900, 1901, 1902, etc.*

Yes/No questions:	See under: Interrogative form
tags:	See under: Short answers
YET	
in questions:	*Has he come yet?*
in negatives:	*He hasn't come yet* See: ALREADY; STILL; Present perfect tense
YOU (= ONE)	*It's a nice record if you like modern music*
YOUNG	
with reference to people	*He's young* See: OLD
Zero article	
No article before	
abstract nouns:	*Information/news is hard to get*
a place or means of transport as defined by its purpose:	*in/to prison, hospital, school, church, bed, by train, bus, car, plane* N.B. also: go/come home
meals:	We're going to have breakfast/lunch/tea/dinner
mass nouns:	*Ice-cream is nice* *I like ice-cream*
personal pronouns:	*That's my book. It's mine*
plural units:	*Cars are expensive*
topographical names; names of people; titles; languages; proper nouns:	*I live in Bridge Street/London/England* N.B. *the* USA, USSR etc. *John rang me yesterday* *Mr Jones has arrived* *I speak English*

APPENDIX 3

Grammatical summary

I SENTENCE TYPES

Types

1. Declarative sentences	)	
2. Interrogative sentences:	)	
2.1 Yes/no questions	)	affirmative
2.2 Question-word sentences	)	and P
3. Imperative sentences:	)	negative
3.1 Commands	)	
3.2 Polite requests	)	

"Short" sentences:

1. Short answers (type: (Yes,) I am; (No,) I cannot) P
2. Short questions (type: Are you? Cannot you?) P
3. Question-tags (type: You aren't afraid, are you?) R

Complexity:

1. Simple sentences, up to those containing two complements P
2. Compound sentences:

   Co-ordination with *and* (P), *but* (P), *or* (P), ∅ (R)

3. Complex sentences:

   Sentences containing object-clauses (P), subject-clauses (type: It is a pity that you cannot come) (P), adverbial clauses of time (P), place (R), condition (P), cause/reason (P), relative clauses (P)

II VERBS

Types

1. Main verbs (see lexicon)
2. Copula: BE P

   Semi-copulas: BECOME (I may become a doctor) P
   GET (He's getting old) P
   FALL (He's fallen ill) P
   FEEL (I don't feel quite well) P
   LOOK (You look very well) P
   REMAIN (Will it remain dry today?) R
   STAY (It won't stay dry for long) P

3. Auxiliaries and semi-auxiliaries:

tense/aspect: HAVE: perfect and pluperfect P

BE: present continuous and past continuous P

BE GOING TO: future P

WILL: future P

voice : BE R

periphrasis : DO P

modality : CAN: ability, capability, capacity P; possibility P; permission R

COULD: see CAN; also: suggestion P

BE ABLE TO: ability, capability P

BE GOING TO: intention P; future P

MAY: uncertainty P; permission P

MIGHT: see MAY

BE ALLOWED TO: permission P

BE SUPPOSED TO: permission R

MUST: logical conclusion P; obligation R

HAVE TO: obligation P

NEED (+ not): absence of obligation R

OUGHT TO: advisability R; right/wrong R

SHALL (in questions): offer P; suggestions P

SHOULD: right/wrong P; disapproval P

WILL: intention P; request P; capacity P; future P

WOULD: see WILL; also: enquiry P, request P

Forms:

1. Finite forms P
2. Infinitive:
   2.1 plain infinitive (V_{inf}): with auxiliaries P; with *let's* P, *let me* R, *I'd rather* P.
   2.2 infinitive with *to* (V_{to}): with semi-auxiliaries (*have to, ought to, be going to, etc.*) P; with main verbs (*hate, like, try, want*) P; with predicative adjectives (how *nice*, be *sorry*, be *glad*, be *delighted*) P
3. Imperative P
4. Past participle (V_{ed}): in perfect and pluperfect P; in passive R; after causative HAVE P
5. Present participle/gerund (V_{ing}): in continuous tenses P; after *come* R, *enjoy* R, *go* R, *hate* R, *like* P, *remember* R; *after prepositions* R.

Voice:

1. Active P
2. Passive R

Aspect:

1. Simple P
2. Perfect/pluperfect P
3. Continuous P

Tense:

1. Present P
2. Past P (including "modal past" of auxiliaries: COULD (P), MIGHT (P), OUGHT TO (R), SHOULD (P), WOULD (P))
3. Future P (with *will, be going to,* and continuous tenses of verbs of motion).

III NOUNS

Number

1. Singular P
2. Plural P

Case:

1. Common case P
2. Genitive singular (-'*s*) of personal nouns P

For other (functional) distinction of cases, see division II of content-specification (3.3.1 - 3.3.5).

Function:

1. Nouns as head of NP P
2. Attributive nouns, esp. material nouns P

IV ADJECTIVES

Function:

1. Attributive P
2. Predicative P

Form:

1. Positive degree P
2. Comparative degree (*-er, more*) P; irregular forms of those "irregulars" which occur in the lexicon
3. Superlative degree (*-est, most*) P; irregular forms of those "irregulars" which occur in the lexicon.

Comparison:

1. equality: as .... as R
2. inequality: not so .... as R; comparative + *than* P; superlative P

V ADVERBS

Form:

1. derivation with *-ly* P
2. non-derived adverbs, e.g. *soon, fast,* R/P: see lexicon.

Comparison:

See under ADJECTIVES

VI ARTICLES

Definite article: *the* P

indefinite article : *a(n)* P

Absence of definite article in cases such as *to go to school, in summer, to have dinner* P

VII PRONOUNS (including pronominal adjectives)

1. *personal* : subject forms and object forms P
2. *possessive* :
   - 2.1 adjectives : *my, your, their, etc.* P
   - 2.2 pronouns : *mine, yours, theirs, etc;* used as complement P, used as subject R
3. *demonstrative* :
   - 3.1 adjectives *this, that, these, those, such* P
   - 3.2 pronouns *this, that, these, those* P
4. *interrogative*
   - 4.1 adjectives : *whose* R, *what* P, *which* P
   - 4.2 pronouns : *who* P, *whom* R, *whose* R, *what* P, *which* P
5. relative : *who* P, *whose* R, *whom* R, *which* P, *that* R, Ø R
6. *indefinite* : *someone* P, *somebody* P, *no one* P, *not ... anyone* P, *nobody* P, *everybody* P, *something* P, *nothing* P, *everything* P
   all (as in: They all went home; and in: I want all of it) P
   some (as in: Some of them went home) P, *any* (as in: Have you got any money? I haven't any money) R, *it* (as in: It rains) P
7. *emphatic* : *myself, yourself,* etc. (type: I've done it myself) R
8. *propword* : *one* (type: I like the red one better) P

VIII NUMERALS

1. *Cardinal*: up to 4 digits P, up to 9 digits R
2. *Ordinal* : up to 2 digits P

Also: *half, quarter*

IX WORD ORDER

Basic pattern: subject-predicate-complement(s) P

Derived patterns: Yes/no question pattern P

Wh-question pattern P

Negative sentence pattern with *not* P

Passive voice pattern P

Imperative pattern P

Indirect object replacement by to-adjunct P

Position of adverbials: the normal positions of the adverbials listed in the content-specification, excluding M_2 P

X WORD FORMATION

Adverb-derivation with *-ly* P

Compounds and derivatives as listed in the content specification R/P

Compounds and derivatives not listed in the content specification as far as their meaning is fully predictable from component parts occurring in the content-specification R

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